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IDENTIFIERS *Ireland

ABSTRACT

Fifteen adult education programs being conducted in Ireland are described in the case studies in this packet. The courses range from adult basic education to university degree courses in management and industrial relations, from marriage preparation to inservice teacher education. The following programs are profiled: (1) certificate in farming (Hassett); (2) training of community enterprise animateurs (Collins); (3) family life education--premarriage course (McCarthy); (4) Pontifical university diploma in family life and youth ministry (Murphy); (5) extra-mural studies diploma course in drug and alcohol addiction (McCann); (6) extra-mural studies diploma course in adult basic education (Kett); (7) Maynooth Adult Daytime Education; (8) extra-mural studies diploma course in religious studies (Rouine); (9) national television basic course in the Irish language (MacMahon); (10) extra-mural studies diploma course in basic counseling (Conaty); (11) introductory course to educational administration (Diggins); (12) training of part-time adult educators at the local level (Marsden); (13) senior officer continuing education and training program (Moran); (14) teacher training program for facilitators of a post-primary school health education program (Donoghue); and (15) diploma in management and industrial relations (Ryan). Each course description includes contact person, agency conducting the course, target group, content, procedures, problems/successes, evaluation methods, and suggested improvements. (In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors.) (KC)

ED311173

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: - IRELAND

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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TABLE OF CONTENTS

Preface

Case Descriptions--by Country

Case Descriptions--by Category

Case Coordinators Who Contributed Case Descriptions

Certification in Farming
Training of Commercial Enterprise Animateurs
Family Life Education Premarriage
Pontifical University Diploma in Family Life & Youth Ministry
Extra-mural Studies in Drug and Alcohol Addiction
Extra-mural Studies
Maynooth Adult Daytime Education
Extra-mural Diploma Course in Religious Studies
Irish Language TV Program
Extra-mural Studies in Basic Counseling
Introductory Course to Educational Administration
Training Part-Time Adult Educators at the Local Level
National Police Officer CE and Training
Teacher Training Program--Health Education
Diploma in Management and Industrial Relations

Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41D/1-9	Disadvantaged	U.S.A.	YWCA Refugee Program	Linda B. Knox
2J/1-12	Family	AUSTRALIA	Marriage Enrichment	David Kerr
2S/1-12	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
15A/1-11	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
41G/1-13	Health	U.S.A.	Alcoholics Anonymous	Alan B. Knox
45C/1-13	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
2L/1-9	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
15H/1-17	Professional, Tech Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
2N/1-9	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Fiegel
2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
2P/1-15	Literacy	AUSTRALIA	NSW Board of Adult Ed.--Literacy	Rosie Wickert
*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
34A/1-19	Literacy	SAUDI ARABIA	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed A. Al Sunbul
36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Heirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
316A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	Susanne Meyder
15H/1-17	Professional, Tech. Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
16A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
30E/1-29	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2U/1-5	Professional Tech.	AUSTRALIA	CPE for Veterinarians	D. Bryden
2V/1-17	Professional, Tech.	AUSTRALIA	Country Pediatric Program	Hank Duyverman
5J/1-16	Professional, Tech.	CANADA	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
29K/1-19	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*37A/1-8	Professional, Tech.	SWITZERLAND	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
41H/1-28	Professional, Tech.	U.S.A.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19	Professional, Tech.	NETHERLANDS	In-service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
42B/1-9	Professional, Tech.	U.S.S.R.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
15K/1-11	Secondary	GERMANY	Evening High School	H. Taigel
6C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2W/1-27	Workers	AUSTRALIA	Trade Union Postal Courses Scheme	Elizabeth Bluff
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
13E/1-6	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
13G/1-4	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15L/1-11	Workers	GERMANY	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
16B/1-33	Workers	GHANA	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
21C/1-6	Workers	INDIA	National Council for Hotel Management and Catering Technology	R. Jayagopal
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
2X/1-11	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic

ARGENTINA	1
AUSTRALIA	2
CAMEROON	4
CANADA	5
CHINA	6
CHILE	7
CZECHOSLOVAKIA	9
FINLAND	13
GERMANY, FR	15
GHANA	16
GREECE	17
HONG KONG	19
HUNGARY	20
INDIA	21
IRELAND	22
ISRAEL	23
ITALY	24
JAPAN	25
KOREA, DPR	26
NETHERLANDS	29
NIGERIA	30
PORTUGAL	33
SAUDI ARABIA	34
ST. LUCIA	35
SWEDEN	36
SWITZERLAND	37
TANZANIA	38
UNITED KINGDOM	40
U.S.A.	41
U.S.S.R.	42
YUGOSLAVIA	45

Update as 8/89

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1. RESOURCE PERSON: Michael Hassett, C.A.O.
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2. ACTUAL PROGRAMME

3. CERTIFICATE IN FARMING

4. SECTION B. AGRICULTURE

5. STATUTORY AGENCY (STATE)

6. (a) COUNTY BASIS (1600 sq.miles)
(b) 3/4 MILLION POPULATION
(c) URBAN/RURAL (AVERAGE DENSITY)

TARGET GROUP

CERTIFICATE IN FARMING

GENERAL CONTEXT

Agriculture is a vital sector of the Irish economy. Farm production accounts for 17 per cent of the G.N.P. and provides many families and individuals with multiple work opportunities. 75%, of agriculture products are exported. Agriculture has a traditional rural, cultural and historical basis and is subject to many technological and rapid social changes such as industrialisation, modernization and emigration.

The Government has a cetnral Department of Agriculture and is a senior ministry which regulates trends, policies and financial allocations to the development of this vital aspect of Irish societal living.

In 1980 ACOT - The National Council for the Development of Agriculture was established. ACOT united in one semi-state organisation, the Agricultural Education and Training previously undertaken by:

(a) Department of Agriculture (Eduction Section)

(b) 27 County Committees of Agriculture

(c) Four State owned Agricultural Training Colleges

(d) Seven privately owned Colleges

(e) Farm Apprenticeship Board.

It has five Administrative Regions:

- Midland and East (7 Counties)
- South East (7 Counties)
- South West (3 Counties)
- West (4 Counties)
- North West (6 Counties)

The national objective of ACOT is to provide an education and training service geared to the needs of the agricultural community. The target group is the farm family and the farm community.

Each region of ACOT is managed by a statutory committee. The Midland and East management comprise the seven County Chief Agricultural Officers (the Regional Director of this Committee is also County Agricultural Officer, Kildare).

Since the case study in question is located in Co. Offaly it is necessary to give some basic information of how ACOT works in this County.

The County Chief Agricultural Officer has responsibility in relation to County staffing, allocation of finances. The County is divided into two districts for development purposes. Each district has a district manager. The County has a statutory elected Committee of Agriculture, i.e., the County Management Committee of ACOT. The Offaly Committee of Agriculture has 10 elected and 6 nominated members representing the following farm organizations: The Irish Farmers Association; Irish Creamery Milk

Suppliers Association; Irish Country Womens' Association; Macra na Feirme; Irish Co-Operative Society Ltd; Small Farmers' Association.

The County Committee of Agriculture's main ACOT responsibility is to develop and approve the County Advisory/ Education/Training Programme.

To assist each District Manager he has the assistance of a District Agricultural Planning Committee. Each District Agricultural Planning Committee consists of:

5 Members of the Committee of Agriculture

6 Local Farmers representing different farm enterprise

2 Past Students of Agricultural College and local 100 Hour Training Course

4 Professional Staff

The Chief Agricultural Officer (C.A.O) presents a combined Advisory/Education/Training Programme to the Committee of Agriculture each August for their approval.

The County has the following professional agriculture/ education staff:

Tullamore District - 1 C.A.O./District Manager
1 Education Officer
1 Dairy Advisor
1 Crop Husbandry Advisor
2 Drystock (Cattle & Sheep) Advisors
1 Horticulture (Legume Crops & Potatoes) Adviso
1 Socio-Economic Advisor servising the County

Birr District: - 1 District Manager
1 Education Officer
2 Dairy Advisors
2 Drystock Advisors
1 Crop Husbandry Advisor
1 Horticulture Advisor

ACOT Offaly has identified the following categories of farmers who hand land and family resources capable of being developed:

686	Dairy Farmers (and their families)
999	Drystock Farmers
3,675	Tillage Farmers Legume and Potato Growers
214	Horticulture Growers
147	Poultry
244	Socio-Economic

Each enterprise group is divided into the following categories:

Category I	Farmers immediately capable of development
Category II	Farmers classified as commercial
Category III	Farmers who with motivation may undertake development in two to three years time

ACOT in County Offaly has identified as its advisory programme priorities the following:

1. Certificate in Farming

2. Category I Service (i.e. directed at target group in Category 1)

   (a) 4 Farm Visits to 60 farms who are working to development programmes

   (b) 20 Hour Course

(c) 10 farmers to keep management information records

(d) 2 district demonstration farms

3. Category II Service - 2 farm visits to each commercial farmer plus annual conference

4. Category III Service
- Farm visits as requested
- Invitation to conference, seminars etc.
- Periodic Newsletter.

A most innovative programme is the Certificate in Farming.

The ACOT Co. Offaly has pioneered the development of the Certificate in Farming. It is a three year programme and comprises theory, 12 weeks of placement and farm projects. The course also incorporates continuous assessment. Each district commences a new programme every second year. There is a guidance and information back-up service. This course entitled formally as "Certificate in Farming" is the subject of our analysis. It is a training and continuing education course for those who are or who are likely to work in agriculture in Ireland. It has received widespread approval and praise from the Government, local leaders and the participants themselves.

THE CERTIFICATE IN FARMING (C.I.F.)

NEED IDENTIFICATION

Due to the fact that the agricultural advisors and educators carry out continuous ongoing assessment of the needs of the agricultural community and families in the county, and due also to the fact of establishing effective channels of formal and informal communications with farmers, leaders and organisations, learning gaps and needs are easily and quickly identified.

It soon became evident that it would be necessary to provide educational and training for those who would, in the future, manage the farms in the county. This was demanded by all. Specific gaps in farm competencies were categorised and constructed into a systematic learning programme called the Certificate in Farming (C.I.F.)

The C.I.F. is a three year comprehensive agricultural education and training programme for young people (17-21 years) who are or who wish to enter farming, i.e. to become farm managers. It was launched in 1979.

PARTICIPANTS

The participation of all within the target group, parents and community was obtained before launching the first programme. This practice continues today. Seminars were held with the participants and their parents. The C.I.F. is explained in

22A/7

detail to all present. The parents teaching role is explained regarding:

(a) keeping Farm Accounts and involving the C.I.F. participants in farm management decisions.

(b) help the participants with their farm projects which are a vital part of the course. These projects are related to such areas as the rearing of calves, growing crops.

(c) agreement to permit their sons or daughters participate in 12 weeks placement, i.e. to give them leave to join another host farm and be supervised in farm management techniques and skills.

(d) motivating the participants to undertake, and conclude the course.

Incidentally, the course drop-out rate if negligible. This is, in many instances, due to the ongoing assessment, the careful selection of resource personnel and host farmers and the variety of learning methodologies. This constant communication between parents, participants and educators enhances course motivation and facilitates the growth of the ownership of the course by the participants themselves.

TARGET GROUP

The target group of this course are those young adults, female or male, who have completed post-primary education and who have dropped out of education or who have completed third level education, yet who wish to involve themselves in farm management and development, i.e. in their own farm situation.

There are 30 participants on each course and the majority come from Cagegory II as mentioned earlier. These participants are interviewed and do in fact reveal a readiness to learn and to achieve. The demands of the course by way of time, study, assignments and project (which must reach a very high standard) are all clearly explained to them. It has been found that past participants are the most effective promoters of the C.I.F. course.

CONTENT

The programme is divided into three stages as follows:

STAGE I. _ a formal learning element dealing with the basic knowledge and skills required in animal and crop husbandry, farm equipment and machinery and with the scientific principles underlying modern farming practices.

STAGE II. _ an experiential learning element where the student learns through work experience under supervision on a farm.

STAGE III _ a formal group learning element dealing with enterprise management, knowledge and skills.

Progression from one stage to the next is conditional on successful completion of the previous stage.

The host farmers are a crucial factor in this creative programme. These are farmers selected because they have a high standard of farming, adequate accommodation available for the trainee and the ability to communicate and work with young people.

CONDITIONS OF PLACEMENT

As far as possible trainees are placed on host farms whose enterprises suit their needs. While on the host farm the trainee will participate in all ongoing farm work and keep a record of significant activities.

Free board and accommodation will be provided by the host farmer and a weekly allowance of £33 will be paid by ACOT. This is funded by the Youth Employment Agency (a semi-state body).

The host farmers constantly evaluate the work of the trainees but the trainees are also invited to assess the work and the process of supervision afforded by the host farmers. This placement is a real participative learning opportunity.

The course continues for three years and there are 560 hours instruction and 100 hours practical. 40% of the time is given to farm visits, case studies, group discussion on agricultural and farm problems, workshops and consultations with experts. The placement period is very special and obligatory for all participants of the C.I.F. course.

INPUTS

The C.I.F. programme draws extensively on ACOT's local resources. It requires the full-time participation of the Education Officer, part-time participation of seven professional advisors

and one clerical assistant and at regular visits, calls upon the service of the host, of the community, regional and national experts, especially in such areas as management, agriculture and leadership skills and finances.

The State and the E.E.C. and other semi-State bodies such as Youth Employment Agency, subsidise this course. The County Agricultural Officer (C.A.O.) acts as a general consultant to this course. The local cost to the County ACOT has been budgeted at £20,000 approximately (26,000 dollars).

The participants pay little or no fees and at times receive financial assistance.

THE BENEFITS OF THE COURSE

The main benefit of this course is that the participants do improve their competencies and capabilities to carry out farming activities in a rapidly changing technological society. They become creative and innovative and are not afraid of change, and of taking a risk. They indicate that they can learn from failure. The State rewards their efforts by giving higher grants and financial aid to them to introduce new methods, etc. of farming. It is now becoming essential to have this award if a young farmer is to acquire or inherit or take control of the familial or another farm. The participants say that they develop as people; they learn to cooperate; to solve problems and to seek

guidance when and where necessary. The local ACOT, the National ACOT and the Dept. of Agriculture deem it money well spent. The course contributes to farming effectiveness and efficiency in Ireland.

METHODS

The main teaching learning method used throughout the course are:

(1) Lectures

(2) Lecturettes

(3) Group Discussions

(4) Workshops

(5) Case Studies

(6) Farm Visits

(7) Videos

(8) Farm placement for 12 weeks - with host farmers become involved regarding day-to-day management, keep farm accounts and daily record of farm activities.

(9) Farm Projects

(10) Work Sheets

(11) Lecture Notes

(12) Self Assessment Book.

Certificate in Farming participants annually evaluate lecturer, teaching/learning ability. In addition Education Officers in consultation with lecturers identify weakness in relation to content and process.

EVALUATION

ACOT, at all levels, has always insisted on the importance of evaluation at all stages of a learning activity. The process of evaluation used in this Certificate in Farming course is participative and objective assessment by internal personnel and external consultants and observers.

The final project of each participant must be of a very high standard that it can be published and distributed to the farming community. The project follows a definite format.

(a) Why this Project?

(b) Record of the Trainee-Participant

(c) Practical Outcome of the Project

(d) Intellectual/Management Skills, Outcomes of the Project

(e) Analysis and Record of each factor in the Project.

(f) Problems related to the Project and their Solution.

The topics of these projects are most relevant, i.e. Ewes with Lambs, Calf-Rearing, Farm Buildings, etc.

If the participant's project does not reach the required standard, he is deemed to have 'failed' the course. He can of course repeat the project. Likewise an unsatisfactory report of his period of placement would be another reason for failing the course.

Attendance at classes, punctuality, participation, manual skills, knowledge are also assessed. 40% is deemed as a pass mark; a credit certificate is awarded to the candidate who obtains 60%, while a certificate of distinction is awarded to the trainee who obtains an award of 70%. The Certificate in Farming has a real 'status' among the farming community in Ireland.

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2. ACTUAL PROGRAMME

3. TRAINING OF COMMUNITY ENTERPRISE ANIMATEURS

4. CITIZEN
PROFESSIONAL, OTHER

5. PRIVATE COMMERCIAL NON-PROFIT ORGANIZATION

6. RURAL DIRECTION
LOW DENSITY OF POPULATION
NATIONALLY ORIENTED (ACTUAL AND POTENTIAL)
} TARGET GROUP

TRAINING OF ANIMATEURS OF COMMUNITY ENTERPRISES

SETTING

Unemployment is a major socio-economic and human problem in Ireland. 19% of the work force are presently unemployed. There are many government-sponsored agencies which are endeavouring to create more job opportunities. Likewise the unemployed themselves are being encouraged to take initiatives and establish their own small businesses. There are state funds available to support such initiatives.

Some community-oriented and/or based commercial non-profit organisations are attempting to facilitate community enterprises which afford some members of the local community jobs and the motivation to expand these local community enterprises. Every effort is made by these non-profit commercial organisations to use to the optimum the state funds available for such community development projects and to identify and use all available community resources (human and physical).

The Rural Resource Organisation (R.R.O.) is one such non-profit commerical organisation dedicated to the aims of rural research and development. In October 1983, this organisation made a decision to employ one full-time director and 16 paid field-workers and two back-up administrative paid staff to develop a building programme in rural villages in different parts of

Ireland. This programme was a community enterprise project. It was an non-formal community education programme and has been accurately described as a community development activity. It hoped to develop the knowledge, skills, and attitudes of the local community especially its leaders and enable them to cope and react to change and the major national problems which touch every local community in Ireland viz., unemployment and redundancy. This programme of community enterprise building involved action and participative research and contributed much to the theoretical foundations and methodology of community development. The title of this adult, community, comparative, experiential learning activity was the Community Enterprise Project. Full-time community animateurs were essential if community enterprises were to emerge and succeed. Hence great attention was given to the training of the professional staff and leaders involved in this project. Unless these leaders and professional staff had adequate training in all aspects of community development, the project would not have succeeded.

In Ireland today, a community enterprise is defined as a community initiated and developed organisation, situated in a local geographical area, involving some members of the local community as workers and decision makers. It aims at providing job opportunities for its members (both actual and potential) and using, to the optimum, all local community resources and any other resources especially finance to which it has access. It evaluates continually its own socio-economic development and relevance.

228/3

This analysis of this case-study reflects the analysis of the training of a team of animateurs or workers who facilitated the growth of community enterprises.

GOALS

The goals of this project were very specific:

1. To promote community enterprise in local rural areas or districts:

2. To provide training for full-time community enterprise animateurs:

3. To assess the dynamics of community enterprise promotion and development.

BENEFITS

The many benefits which emerged from this project include:

1. A wide range of learning recorded formally by the team in:

   (a) Personal development of the participants:

   (b) Community development skills:

(c) Knowledge of agencies and incentives involved in job creation in Ireland:

(d) Capacity to work as part of a team in an unsupervised, uninstructed work setting was enhanced.

2. For the communities involved:

(a) 84 groups were targetted and contacted:

(b) 20 developed projects are beyond the start-up stage:

(c) Approximately 30 jobs were created as a direct result of the activity of the animateurs.

PROCESS AND METHODS

There was a joint process between the programme or project director and the twelve team members. They met in formal residential session (1 week each time) at the start, during and at year's end. The director or full-time administrator also met all team members individually once a fortnight. Finally, each member was required to submit a monthly report sheet and evaluation sheet to the director on the first day of each month. All these sessions and processes facilitated initial and ongoing planning throughout the programme or project. This process helped to maintain programme and project relevancy at all times.

The methods used throughout the project were:

1. Group discussion.

2. Correspondence from the Director to the team (mainly in the form of information on product possibilities)

3. Person to person counselling

4. An occasional lecture from an 'outsider'

5. Evaluated experiential methods

6. Evaluative community action.

Participation was inherent to the whole programme - planning, evaluation, peer supervision, peer counselling.

INPUTS

Outside 'experts' were not used as the staff believed such a reliance on experts was irreconciliable with the aims of increased self-reliance on the team's part and on the part of communities involved in the programme/project.

22B/6

The team consisted of twelve people or animateurs. These twelve people were carefully selected because of their leadership aptitude and potential. The programme was full-time and continued for one calendar year.

The key need which was identified was one of training these community workers to be competent field workers. Working in a university setting, where students are assessed along academic criteria, field competence tends to be only one - and not the primary - requirement of such programmes. The director was anxious to compare the field work competency of students trained under this programme, as opposed to those who participated in post-graduate, university based programmes.

The staff as mentioned already comprised of one full-time Director, one secretary, one part-time research officer. The staffing levels were grossly inadequate, but, as in all other areas, were a function of inadequate funding.

An outline of the content was:

(a) Facilitation Skills:

(b) Community Development - Knowledge and Skills:

(c) Personal Development:

(d) Business Development and Management.

The programme also included supervised and assessed field work or placement in communities in rural areas.

Finance was provided in toto by the State Industrial Training Agency (AnCO). This amounted to a subvention to each team member of about £60 a week. Also, the Company which was responsible for the programme (Rural Resource Organisation) received a per capita allowance of £55 per week, for each participant (or animateur). This was designed to meet all administration, tuition, direction and other costs.

The programme had £11,000 deficit which was paid by the Rural Resource Organisation from its own funds.

The physical facilities available for this project were minimal, viz., one office, use of residential education centre, and car allowance for the participants or animateurs.

The findings of the research officer whose function was to assimilate information on aids, incentives and agencies involved in enterprise development, were continuously made available to the participants. No other inputs outside the staff's and the group's own resources were utilized in this nonformal community education programme.

22B/8

EVOLUTION

Programme started on the initiative of the director of the project, subsequent to his observing institutionally based deficiencies in a programmes with which he was involved on a full-time basis. It started with a one week residential team building session. This was crucial to its long-term success. The team morale sustained individual morale at particular crisis times for different individuals in the course of the year. The individuals who gained most from the programme were those already well placed by their past experience - academically and personally - to do so. Of the two qualities, personal characteristic such as assertiveness and self-reliance were the key qualities in positive evaluation of the programme. It is difficult to compensate for the absence of these qualities in animateurs or community educators or facilitators.

INFLUENCES

The programme is not an ongoing one. It was a once-off experiential effort.

The director of the project would have been happy to continue the work but funding on a long term basis was not available. He, the director, was not prepared to enter a situation where the negotiation of funds would be an ongoing necessity for the programme's viability.

CONCLUSION

For the duration (1 year) in which the programme operated it proved enormously successful in arriving at all the specific goals and aims as outlined.

However, it did not succeed in maintaining itself over a longer term - mainly because State Agencies refused to fund it along the lines the director requested. Funding was forthcoming but along rigidly stipulated criteria which he, the director, could not accept.

The director would suggest therefore that the "gatekeepers" attitudes of State bodies to local community development endeavours is the key factor in their development and in how they develop.

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2. ACTUAL PROGRAMME

3. FAMILY LIFE EDUCATION - PREMARRIAGE COURSE

4. SECTION I. FAMILY

5. VOLUNTARY CHURCH AGENCY

6. NATIONAL POPULATION - TARGET GROUP

FAMILY LIFE EDUCATION - PREMARRIAGE COURSES

INTRODUCTION AND BACKGROUND

After the Second World War, the Catholic Church, conscious of its duty to promote and foster family life and its welfare established first at diocesan level a Catholic Marriage Advisory Service and then subsequently a National Catholic Marriage Advisory Service, Council and Agency.

This provider organisation has 47 centres nationwide each located in a model urban area. The organization has a total of 1,560 trained personnel, more than half of whom have taken part in marriage preparation courses. The remainder are either remedial counsellors or tutors to centres.

Each centre has its own premises, in general located in a semi-residential district of the urban area. The towns and cities have been strategically chosen to serve the widest possible hinterland. Demarcation lines are not clearly drawn but are allowed to derive from experience. This leaves the choice with clients which centre they choose to attend.

Premarriage courses are usually attended in the area in which the bride-to-be lives.

GOALS AND BENEFITS

The goals of premarriage preparation courses are:

- to provide a forum for discussion for people who intend to marry in the immediate future; to facilitate this discussion between the couples themselves and to allow couples to share common needs, fears and anxieties with other couples under the leadership of trained counselling personnel,

- to promote the ideal of Christian marriage as a viable basis for marriage, partnership and family development,

- to inform where information is helpful,

- to help educate (in the widest interpretation of the word) where development is needed and to facilitate groupwork in the topics selected for treatment.

The intended outcomes are: It is hoped that participants will communicate better and deeper with each other, that they will have a clearer understanding of the meaning of Christian marriage, that they will be more aware of each other and of themselves and will feel that they are persons of worth.

These goals and outcomes are usually agreed and negotiated by the counsellors, and host couples (who administer the course), the members of the Centre and the engaged couples who are participating in the course.

The main thrust of the courses is to improve the quality of life for couples in the future, to help them avoid the more obvious pitfalls that beset relationships, and to facilitate a growth in awareness of self and partner. In general terms, this would amount to a strengthening of the fabric of the new family unit, the community in which it is located and the society to which it proposes to belong. In particular, to provide better quality life-styles for the children of these couples in the future.

Courses enrol a total attendance of approximately one-third of all marriages registered in the Republic and a considerable number (though a smaller proportion) in Northern Ireland. From feedback given at the end of each course, the following points emerge:

1. Information : learners say they never had a previous opportunity to share listening to information regarding sex, sexuality, home-economics, home-making, dealing with in-laws with their intended spouses. They particularly single out family planning talks under this heading.

2. Formation : learners value group discussion and the opportunity to hear what other couples think and feel. The content of each night's programme gives them material for discussion privately and helps them to 'get to know' each other at deeper and more meaningful levels.

3. Facilitation : the social interplay that develops in the group is reported as a valuable part of the course.

Couples participating in the arrangements for each session, in the tea/coffee-making and especially in offering some contribution in the form of input or response to discussion questions (rapporteurs etc.) feel that the course is their own. They belong.

4. General Impression : those who benefit most are those who are there of their own choice (not under compulsion from parents, priests, ministers, legal requirements); who feel they are genuinely important to the being of the group; who are respected as equals and who actively participate in as many phases as possible of the courses are those who are aware of their own growth as a result of the courses.

CONTENT OF THE COURSE

The main areas of study, reflection and debate are as follows:

Love and understanding of self and the other
Sex and sexuality
Self-awareness
Partnership
Family planning
Family legal affairs
Home-making
Marriage as a sacrament and as covenant
Emerging problems or needs of the engaged couples, who are participating in the course

PROCESS AND METHODS OF THE COURSE

Planning of the course takes place at local level at monthly meetings of all personnel. Immediate needs as well as longer term and wider needs are assessed:

(a) from feedback from previous courses;

(b) counsellors' experiences and training;

(c) from tutors' meetings (quarterly);

(d) current local needs as assessed at meetings with other agencies (social workers, etc)

Proximate and detailed preparation is conducted by the two 'Host Counsellors who are to conduct the course - usually in conjunction with contributors whose special expertise is sought, i.e., family planners, spiritual advisers, home economics people.

In general, a local centre will have a prepared outline course eclectic in character, which serves as a guideline for the host counsellors.

OBJECTIVES - GENERAL

The objectives of these courses are:-

1. To help young couples to establish a deeper awareness of each other - their mutual needs, their respective fears, anxieties, expectations and hopes.

2. To give young couples a clearer understanding of the meaning of covenantal marriage in a Christian context.

3. To inform them, or at least to allow them a forum in which they can be informed, of any relevant data they might be expected to know before marriage; social, sexual, aesthetic or economic.

4. To propose issues that they should look at together.

Particular objectives and motivations are set out by each of the host couples.

The methodology of the course involves:

(1) an input (20-30 mins) on theme, followed by worksheet and/or discussion in small groups. Plenary session are then used to share feedback. Questions arising from theme or discussions are answered by participants and/ or experts present.

(2) a learning stimulus (overheads, T.V. segment, tape-recording, reading) followed by discussion from which questions are derived for group work.

(3) a succession of short inputs followed by use of work-sheets in dyads, triads or small groups. Video presentation and general discussion are also used with these short inputs.

(4) Feedback and assessments instruments which are also used to reinforce learning and to identify needs and gaps in the course plan.

As weaknesses are discovered, the programmes are re-written and further tested with the participants. There is no formal evaluation of the staff, who facilitate this course. But course counsellors undergo annual inservice training and retraining on a regular and ongoing basis.

The course components comprise de facto motivators, the needs are clearly related to the content and vice versa, but there is no formal system for allowing the participants in the course to be its architects.

Participation is in reaction and response rather than in initiation.

Group work is conducted in a counselling mode insofar as the leaders are themselves capable of this approach. This varies widely from the very capable to those who avoid group work leadership as much as possible.

INPUTS TO THE COURSE

Each centre recruits personnel from its total number for premarriage courses on the following bases:

1. Willingness and ability to conduct group work
2. Sense of commitment to the work done in this type of course.

3. Expert enought to deal with problems and questions that might arise during the sessions.

4. People who are convincing and are convinced of the value of Christian marriage as an institution and a reality.

Each centre needs to have at least six such volunteer counsellors to provide a minimum of three courses per annum in their centre or locality.

The procedures for obtaining counsellor personnel is as follows:

1. a person is referred to a selection conference (1 full day) by some reliable source person or agency.

2. the referred person must be married if a non-cleric.

3. selection is made on the basis of personal suitability as deemed by tutor or central office senior counselling personnel.

4. the prospective trainee's consent is sought for each step of the process.

If selected, the trainee undergoes a training schedule that takes place over a period of approximately ten months (say, average training sessions of 4 hours every three weeks). The training include week-end residential sessions as a required part of the preparation for remedial and educational counselling.

At the end of the course, the trainee is advised of his/her aptitudes for the different areas of work undertaken by the service...educational or remedial.

The people who enrol do so in a random fashion as their need for a premarriage course is perceived by them. They come from all walks of life, but mostly are from the lower-middle income to middle income groups in society. Those from very poor and very wealthy segements of society and from religious persuasions other than Catholic are in a clear minority though not excluded.

The programme averages 2 hours per week over a 5 week period (see options below).

There are options regarding the format of the course. These are:

(a) 5-week course with 2-2½ hours per week...evenings only

(b) Week-end course: 2 Friday evening-Saturdays consecutively

(c) Evening courses Friday-Wednesdya-Friday

(d) Week-end Residential Course: 12 hours of training sessions.

The need for this course arose as a result of sociological research on family life in Ireland. Furthermore there was and is evidence of family breakdown, some of which could be prevented by such premarriage courses. Feedback from remedial experts, guidance counsellors, family therapy experts clearly vindicate the urgent need of this course. Finally, engaged couples

have themselves, both formally and informally requested such a premarriage preparation course.

There are three full-time administrators in the central office, three specially trained facilitators and discussion leaders qnd some secretarial assistants. Only 8 local centres have a full-time paid secretary. Local centres have no full-time staff member. All the administrator, host couples, counsellors, etc. in the locan centre give their services free. They regard their work as a ministry in the local Christian Church or community. They are always available to the participants during and after each session of the course. There is informal counselling throughout the course.

The cost of the centre is borne by the diocese-organisation. Funds are therefore received from three main sources:

- small government grant
- voluntary contributions from the community
- grants from the Diocesan Bishop.

The national office or centre is financed in a similar fashion.

There is a nominal charge of £5 per person for the course. This is not insisted upon but it is welcomed. Financially, in some extraordinary way, most premarriage courses break even.

The professional staff involved are not paid. In-kind income is provided by the 1,500 or so volunteer counsellors and many host couples and priests who share their time and expertise freely with the participants or engaged couples.

The centres are carefully situated to provide easy access and to afford the participants the positive and supportive learning climate and opportunities. The participants are encouraged to socialise throughout the course.

OBSERVATIONS

Earliest programmes were offered in England in the 1950s after World War Two had caused major disruption to marriage and family life. The marriage preparation courses were an effort to redress the flwas picked up through remedial counselling and social work. As problem areas were identified they tended to be included in the premarriage course content for examination and treatment.

The main methodology in early years was lecture and question, with some relief from talk-and-chalk sessions were a teaching mode was deemed suitable.

Courses in the 1950s and 1960s usually included the following topics: money, house and home maintenance, (buying a house etc), sex, starting a family, coping with in-laws, the wedding day, the sacrament of matrimony.

22C/12

Today the content covers: self-awareness, awareness of your partner, Christian marriage and covenant, love and understanding,home-making family planning (planning for a family), money management, legal matters, decision-making.

Programme development has been helped by psychological insights over the years and emphasis has altered to include some measure of participation on the participants part. It has also been enhanced by more consistent and better quality training offered to counsellors and invited specialists.

Progress has been retarded by the commitment to the methodologies normally associated with formal schooling (often subconsciously blocking many), by a lack of participant involvement in planning course content/outline, and by a general lack of pooling of knowledge and experience gleaned for work at various centres, and by repetition of some of the content inputs at some ill-prepared courses.

INFLUENCES:

Some of the influences which stimulated and facilitated the course include:-

- Changes in the role of women in marriage and in society;

- The problems posed in trends in unemployment/ permanent employment.

- Legislation on family matters, the recent divorce referendum and the changing attitudes in society that have led to these reviews.

22c/13

- Changing attitudes to religious practice and the value placed on the Christian ethic.

- The gradual 'looking towards Europe' for inspiration, philosophy and standards that has replaced a former 'looking towards Church and Rome' for spiritual guidance and 'looking to the U.S. for material security'.

- The influence of television on public opinion.

- A growing tendency in society towards self-centeredness.

Some positive influences have contributed to the ongoing success and development of the course. These are as follows:

- A wider acknowledgment of the problems that beset marriage and family as institutions today.

- A better educated source of counsellor trainee material.

- Improved facilities re. buildings, community rooms, teaching aids, etc.

- Growth in knowledge in science, physiology, economics, sexuality, psychology and new theological frameworks within which to examine Christian marriage.

- Improved communications in both quality and speed from country to country and from one locality to another.

- A growing acceptance of education as a means of learning.

22C/14

The following negative influences have been identified. They have hindered the growth of the course or even prevented engaged couples from participating in the course. These negative influences may be classified as follows;

1. The location of some centres (especially rural ones) often making it difficult for many to journey long distances. Couples without independent transport are disadvantaged.

2. Lack of preparation and coordination between team members.

3. Couples unable and/or unwilling to take the full course.

4. Lack of participation on the part of couples (usually because they are not seen as participants by the course leaders).

5. Inappropriateness of content sometimes found to be the result of poor research or inattention to feedback.

Finally, reading is very much recommended to the participants. Notes and handouts are supplied to each participant. The following booklist is alos given to them and they are recommended to read at least a few of the books listed.

Powell, John, Fully Human, Fully Alive, Argus Communications, Illinois.

Cardenal, Ernesto, Love, Publ. Richard Clay, The Chaucer Press Ltd., Suffolk.

Barnes, Kenneth, He and She, Darwen-Finlayson, London.

Bowlby, John, Child Care and Growth of Love, Pelican, Middlesex.

Alcohol and Alcoholism, Tavistock Publications, (Report of a Special Committee of R.C.P.E), London

Marshall, Dr.J., Planning for a Family, Faber and Faber, London.

Dominion, Jack, Cycles of Affirmation, Gill and Macmillan, London.

Quinn, Michael and Terri, How to Use Natural Family Planning, Veritas, Dublin.

1. RESOURCE PERSON - Sr. Elizabeth Murphy, B.A., M.A., Dip.in Ad.Ed.

2. ACTUAL PROGRAMME

3. PONTIFICAL UNIVERSITY DIPLOMA IN FAMILY LIFE AND YOUTH MINISTRY

4. I AND M. FAMILY and OTHER

5. UNIVERSITY

6. NATIONAL - TARGET GROUP

PONTIFICAL UNIVERSITY DIPLOMA IN FAMILY LIFE AND YOUTH MINISTRY

INTRODUCTION AND BACKGROUND

The Catholic Church, especially since the conclusion of the Second Vatican Council, has always been concerned with family life and youth apostolates or ministries. The family is correctly described as the domestic church in which parents, youth; husbands and wives, sons and daughters grow and mature in their understanding, practice and commitment to the Christian Faith. In recent times, family life has been very threatened even in Ireland, where 50% of the population of Ireland (about 3.9 million) are 25 years of age or under. In fact, youth in the context of youth ministry include all young people or young adults up to and including 25 years of age. Recent legislation in Ireland forbids abortion and divorce. Artificial family planning is permitted in the country. However family crises do exist in Ireland. These have been increased and multiplied by the high rate of unemployment; 18% of the workforce are now unemployed. High house mortgage rates have caused serious financial and human problems for young families in Ireland today. There is some lapsation from Church practice on the part of youth and members of families.

However many family life apostolic groups have emerged throughout the country. The main purpose of these groups is to help the Christian family understand and realise its own rights, duties and dignity as the small or core Christian Church and to develop a cooperative religious environment in which the Christian faith can be practised and 'caught' by young and old.

22D/2

Christian motivated and oriented youth movements do exist. Most dioceses in Ireland have a youth director, who arranges formation programmes for youth, adults and out-of-school youth.

Family life and youth services or ministries have helped to identify and train effective leaders, who facilitate the ongoing development of these interrelated ministries.

But many of these leaders (individual young people and parents themselves) have felt the need of a formally university recognised, carefully planned and integrated, theoretical and practical intensive training programme. Participants of successive summer schools on such topics as 'Youth Ministry' and 'Family Life' demanded such an integrated and relevant training, educational, and formational programme of studies. The Pontifical University of St. Patrick's College, in cooperation with the Centre for Adult and Community Education responded to this now obvious need and decided to establish the Pontifical University Diploma in Family Life and Youth Ministry. This decision was accepted unanimously throughout Ireland. It was also agreed that this university diploma course would be a part-time course. This would enable actual and potential leaders, who were working by day, attend the learning experiences, which were held at night and on Saturdays.

There is no such diploma course elsewhere in Ireland or in Great Britain or indeed in Europe. It has attracted much

attention at local and national levels. Being a part-time course, it continues for two academic years. The one week summer schools also form essential part of this innovative course.

The diploma is therefore a higher education diploma and those who obtain this diploma are regarded as professionally qualified youth and family life ministers, who are employed either at parish level or in family life or youth organisations or agencies.

GOALS OF THE COURSE

The specific goals of this course are:

- to help the participants understand the theological basis of family life and youth ministry:

- to enable the participants understand the origins of the Christian Message, the nature of the Christian Faith:

- to reflect on and analyse their own Christian faith commitment:

- to analyse the extent and different forms of youth ministry:

- to examine the nature, extent and different methods of family life ministry:

- to encourage the participants to practice youth and family life ministry and to afford them the opportunities to do so, especially at parish or local community level:

- to identify the problems associated with these ministries and to endeavour to find solutions to them:

- to discover and reflect on strategies of intervention with Christian youth and with Christian families:

- to facilitate the participants to develop their own spiritual life:

- to compare youth and family life ministries in other countries especially in the U.S.A. and Third World countries:

- to understand the sociological, anthropological and psychological background to youth and family life ministry in modern Irish society.

BENEFITS AND OUTCOMES OF THE COURSE

The participants grow in their own Christian faith commitment. They acquire effective skills for working in family life and youth ministry. They grow spiritually. The

participants become sensitive to the spiritual, faith needs and other concerns of modern youth and families. They acquire a fundamental and basic knowledge of Catholic Theology together with an understanding of the origins of the Christian Message. The professional youth and family life minister has learned to plan his/her work, intervene and innovate and evaluate ministry activities and programmes. The participants develop their support network. This has been most helpful to each of them in new ministry or apostolic work.

This diploma course has created new demands for more training and educational courses in such ministerial or service areas as breavement, parish liturgy, parish based adult religious education, alcoholism and drug addiction, bible studies, care of the emigrants and travelling people, organisational leadership, religious folk singing, etc.

Some participants have decided, on the completion of this diploma course, to undertake higher degrees in Catholic Theology, and in Pastoral Theology and Practice.

Evidence of these benefits and outcomes are obtained from the continuous assessment held throughout the course, from the placement reports, from the submitted assignments or projects and from the final interview or oral examination.

CONTENT OF THE COURSE

The content of the course has five parts or sections:

PART I - THEOLOGY

The theological component of the course is aimed at giving a basic knowledge of the important areas of theology. It is in eight sections covering Biblical Studies, Dogmatic and Moral Theology and Liturgy. There are seventy-two class periods per year over twenty-four weeks, giving six weeks (eighteen hours) for each area of study. The lectures in theology are given on Tuesday evenings, 7.00-10.00 p.m.

Outline of Course

First Year:
(1) Faith and Community of Faith (6 weeks)
(2) The Bible: A General Introduction (6 weeks)
(3) Liturgy: The Eucharist (6 weeks)
(4) Morality and the Christian Life (6 weeks)

Second Year:
(1) Christ: The Doctrine of the Incarnation (6 weeks)
(2) The Bible: The Gospel of Mark (6 weeks)
(3) The Christian Life: Justice and Marriage (6 weeks)
(4) Liturgy: Ministry and Ministries (6 weeks)

PART II - THE HUMAN AND SOCIAL SCIENCES

In this part of the course participants are helped to understand the needs of young people, of families and of the community in Ireland today. They also analyse and practise skills

and techniques which will help them exercise ministry in these areas in the parish. The lectures are held on alternate Saturdays from 10.00 a.m. to 4.30 p.m.

The services of expert staff are available for each module. The approach is practical and the programme flexible to meet the needs of the participants.

Outline of Course

1. Youth Studies and Youth Ministry
2. Family Life Studies and Family Life Ministry
3. Community Studies
4. Youth and Adult Psychology
5. Group Work: Theory and Practice
6. Counselling and Communications: Theory and Practice
7. Principles of Adult Education and Community Development
8. Related Anthropological Studies

PART III - WORKSHOPS, SEMINARS AND SUMMER SCHOOLS

There are special workshops, seminars and summer schools on:

(a) Youth and Family Life Spirituality
(b) Prayer
(c) Strategies of Innovation in Ministry
(d) Resources for Ministry

PART IV - PLACEMENT

Each participant is required to undertake Youth or Family-Life Ministry on a weekly basis. Placements are arranged and supervised.

220/8

PART V - ASSESSMENT

There is continuous assessment throughout the course. There is an oral examination.

PROCESS AND METHOD OF THE COURSE

The programme was originally outlined by a team selected from the areas in question, viz., family life, youth work, theology, the human sciences and adult and community education. This outline or draft programme was presented to the participants for consideration, suggestions, and modifications. The specific expectations of the students were also considered in planning the final programme of learning activities of this course.

Ongoing assessment of the course and an evaluation, by all, of the course at the end of the first year helped to identify gaps or new needs and as a result the necessary changes were made in the second year of the programme.

The methods, used throughout the course are those which are now being used in the field of adult, community and continuing education. These include:

Lectures and discussions
Workshops
Group Work
Seminars

Audio-visual presentation and involvement

Structured learning experiences, e.g. games

Journalling

Photography, art, music

Role play

Placement or field work

One-to-one Counselling and tutoring

Specific reading and handouts

Continuous assessment of the course by the organising team, by the participants and feedback from field-work or placements ensure that the relevancy and the standard of this course are maintained.

Regular active participation by the students is encouraged by all lecturers, supervisors and organisers of the course. The tutor in charge of the administration of the course carefully evaluates this vital aspect of the course.

Regular tutorials, counselling sessions and informal meetings between the participants and the teaching staff also stimulate the active participation by all. The class becomes truly a learning and sharing community.

INPUTS TO THE COURSE

Approximately 20 people are involved as resource personnel or experts in the various sections of the course. These experts

have theoretical competence. Many of them have also wide practical experiences of working in the field of youth ministry and family life development or service. The experts are naturally recognized in their profession; they are systematically briefed regarding the nature of their involvement in the course; they are open to working with adult groups and have the ability to relate theory to practice. They are expected to challenge the students and be flexible in methodology and in the use of learning aids.

There are 22 participants or learners on the course. There are approximately 6 teacher-contact hours per week. Each participant engages in a minimum of 2 hours field-work a week during the academic year. The following are the characteristics of the learners:

Eager, enthusiastic
Young and vibrant
Dedicated Church workers
Articulate
Male and female
Married and single
Good sense of self
Good sense of Church
Ambitious
Risk-takers
Artistic and creative
Lay and religious

22D/11

These learners want to be more involved in Church affairs at local level, i.e., more involved in the planning and decision-making process concerning Christian community development especially among youth and families. They are anxious to achieve a sense of credibility by obtaining this professional Pontifical University Diploma. They recognise that there is inadequate supply of comprehensively and systematically trained leaders. Too much leadership is ad hoc and of short duration and at times ineffective and poorly planned and lacks objective evaluation.

There is one part-time administrator in charge of the course. There is a part-time coordinator of the Theology section and a part-time coordinator of the Human Science sections of the course. There is an adequate supply of visiting lecturers who service the different modules of the course.

The cost of the course per participant is £600 (or £300 per annum). The course fees cover all the expenses of the course. The financial statement is therefore:

22 participants x £600 = £13,200 (15,000 dollars)

Cost of Lecturers and Administrator = £13,000 (about 15,000 dollars

The College makes no direct financial input. It supplies a secretarial back-up service to the course.

220/12

A well equipped media centre is available to participants throughout the course. The participants learn how to use audio-visual materials and C.C.T.V. equipment. Residential centres, retreat houses, houses of prayers are also used for learning activities during the year.

The continuous strong motivation and commitment of the participants to be always involved in all aspects of this course quarantees the optimum use of all inputs and resources used throughout the year. Constant feedback reinforces this.

EVALUATION OF THE COURSE

The Pontifical Diploma in Family Life and Youth Ministry is awarded to those students who successfully complete all assignments and projects, participate regularly and actively in the course and successfully pass the oral examination or interview.

This form of evaluation is implemented in accordance with the established principles of systematic adult learning. It is person-centred and continuous evaluation. 40% is a pass. There is no honours award. This was decided by the organisers of the course and approved by the participants themselves.

OBSERVATIONS

This Diploma Course is ideally situated in St. Patrick's College, Maynooth, where there is a full Faculty of Theology and a well-established Centre forAdult and Community Education. It reflects also a dynamic and creative response to a felt need. Community support for this course reinforced this.

The course offers to laity the opportunity for real, non-notional, involvement in the local Church and to contribute to policy making in youth and family life apostolate and ministry.

The course has opened the way for further programmes of study in Pastoral Theology and Praxis which are urgently needed in Ireland.

The success of this course is very much influenced by:

(a) the availability of learners or target groups who wish to participate,

(b) availability of professional experts to conduct the learning experiences of the course,

(c) the existence of a suitable Pontifical University and venue,

(d) the status of the award, i.e. it is a Pontifical University Diploma award,

220/14

(e) the innovativeness of the programme,

(f) the support, given readily and freely by the Church authority, to the course.

There are some obstacles, which hinder the development of the course. They will have to be resolved in the not too distant future if this and similar courses are to progress. These are:

(a) lack of direct financial input by the College,

(b) distance of the University from potential learners. (The University/College is situated about 15 miles from Dublin). It is not accessible to potential learners from the North, South and West of Ireland,

(c) a reluctance to locate the course in regional or provincial centres. This would solve to some decree, the inaccessibility problem of Maynooth College,

(d) there is no national resource centre for Family Life and Youth Ministry. This Centre would provide ongoing resources and services to professionals in the field,

(e) the fee of the course, although reasonable, is exorbitant to some potential learners, especially the unemployed or lower income learner,

220/15

(f) there is a certain lack of cohesiveness in the course due to the wide range of lecturers who are currently involved in the programme. The course requires more integrated and perhaps the involvement of fewer staff,

(g) there is still a reluctance to employ and pay adequately, the professionals, emerging from this course. This fact could inhibit potential participants from joining the course.

The back-up facilities, e.g. library, secretarial assistance, keeness of staff, etc., are most adequate.

The course has been definitely a learning success and, if some of the obstacles are overcome in the near future, it will progress, undoubtedly change and maintain its relevance and dynamic creativity.

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Thomas, D., Family Life and the Church, Paulist Press, U.S.A. 1979.

Fogarty, Ryan and Sexton, Irish Values and Attitudes, Dominican Publications, Dublin, 1984.

Warren, M., Youth Ministry Resources, Paulist Press, New Jersey.

22D/16

1. RESOURCE PERSON : MARY ELLEN McCANN
Centre for Adult & Community Education,
St. Patrick's College,
Maynooth, Co. Kildare, IRELAND

2. ACTUAL PROGRAMME

3. EXTRA-MURAL STUDIES DIPLOMA COURSE IN DRUG AND ALCOHOLISM ADDICTION

4. SECTION H. HEALTH

5. UNIVERSITY

6. (a) National Interest, Factually Regional
(b) 1½ Million People
(c) Urban (High Density)
Target Group

22E/1

EXTRA-MURAL STUDIES DIPLOMA IN DRUG AND ALCOHOLISM ADDICTION

INTRODUCTION

This programme is provided by a third level education institution, as one of its extra-mural diploma courses. The College is situated approximately 20 miles west of Dublin, the capital city, in a small town. There is no written restriction on the service area, but participants are restricted by travel difficulties. Therefore, practically it serves at most a 40 mile radius of the College. Most past students would have travelled approx. 20 miles to take part, but a few have travelled further.

This service area would include the capital city and suburbs, with a population of 1.5 million. It also includes surrounding counties, most of which are farming areas. The course in which the College is situated is a farming county, with horse-breeding industry.

GOALS

The general goals of the programme are:

(a) To equip participants with sufficient knowledge to cope positively with drug/alcohol related problems as they arise, either at work or elsewhere,

(b) To assist participants to be constructive in taking part in collective responses to addiction problems, at work or in the community.

The intended outcomes are that participants will feel more confident about coping with drug/alcohol problems as they meet them; will know that recovery is possible; will be effective in putting addicts and families in touch with relevant agencies; will be able to be active in the forming of relevant policies in groups/ organisations they are involved in.

These aims, content and outcomes were set down by the first two tutors of the course, both counsellors in this field, and trained adult educators. All of these were discussed with the provider organisation, and also with participants of the course. No major amendments were necessary.

The main societal benefit that the programme tries to serve is that of earlier intervention, and broadening discussion of the problem, so that a process of discovery can be engaged in for future responses to drug-alcohol problems.

OUTCOMES

All participants have indicated great benefit personally from having done this course. Some have reported realising the presence of a problem in friends/colleagues/family where previously

there had been confusion about what was wrong. They have been effective in obtaining help in such situations.

Some have reported a deeper understanding of the totality of drug addiction, which has been of benefit in their employment. One participant said it helped him greatly in his position of being in charge of a house which sheltered homeless alcoholics. Another participant followed this course by undertaking a full-time third level course in the subject. She reported that this course was of great benefit to her in that.

There have been many requests for a follow up structure to be devised, but so far this has not become a reality for practical reasons.

The majority of participants over the two years of the course are still in contact with course tutors, and have kept their interest in the subject. One, the matron of a hospital with regular contact with drug addicts, changed the procedure within the hospital for dealing with addicts as a result of the course. Another submitted a proposal for the handling of alcoholic patients.

PROCESS AND METHODS

This programme arose out of a perceived need by the eventual course tutors, and also by the staff of the College who eventually provided it. Many enquiries were being made by adults about this

subject, and for many a full-time course was not possible, or necessary.

The programme was planned by the tutors, in consultation with clients, families, and other interested groups and individuals. The tutors pulled together all comments and suggestions made to them, to form the programme outline. Participants agreed unanimously with this outline. Feedback sessions were conducted at regular intervals, and plans revised or adapted as appropriate. Suggestions for future planning have been sought at the end of each course, and implemented where possible.

Methods were as participative as possible, with full use being made of existing skills and experiences of the group. This included discussion, and presentations by students.

Other methods included formal lectures, visiting speakers, use of video equipment, book reviews, reading list, and discussion with recovering addicts and families. Role play was also used, and case studies.

IMPROVEMENT

Evaluation was carried out by participants at regular intervals and feedback given to staff. Tutors met regularly outside course times to plan and evaluate, and give feedback to one another.

PARTICIPATION

Participation level was high, as level of interest and need was high. Where appropriate, arrangements were made for individuals to deal with arising problems, outside the class. Difficulties were also discussed in the group, and support given. The level of drop-out was low, and missing members were followed up on. Main drop-out reasons were practical, e.g., moving away, change of work hours, lack of transport, etc.

INPUTS

The programme has to be self-sufficient, therefore numbers need to be over 15, approx. The second course went ahead with an enrolment of 13. The first had 27. The main reason for this drop seemed to be difficulties with transport. Therefore the next course is planned to take place outside the College, in the city centre, so that it is easily accessible.

Participants need to have a level of interest, and be willing to make the course relevant for them. It is open to all adults.

Other resources needed are audio-visual equipment, available in the College, available films and education programmes, which are available from relevant agencies, and specialist quest speakers -

22E/6

pharmacist, journalist, drug squad, recovering addicts. These are obtained by the tutor, through own contact and experience. Course tutor is present at all sessions, to coordinate content and process.

In the first year of this course there were 27 participants who were of mixed sex, marital status, socio-economic background and ages. Many had existing involvement with the related areas - e.g., teachers, clergy, nurses, pharmacist, community groups, etc. In the second year there were 13 participants. Both courses had mixed educational ability and background.

Time spent on the programme was 2 hours each week in class for 20 weeks, plus reading etc., in between classes. Each graduate was required to submit a project.

The need for this course was identified by (a) the analysis of existing research and Government reports on drug addiction and alcoholism in Ireland: (b) reflection on the work experience of the tutors who facilitated the course; (c) the public debate on the need of training of parents and other community leaders who could handle these two social and family problems and (d) comparative studies in these fields of drug and alcoholism addiction.

There is one full-time College staff member who administers the course, as part of her work with Extra-Mural classes. She is the organiser of the Extra-Mural Studies or extension work in the College.

22E/7

The Course Administrator was a part-time tutor who was an expert in this field. She was helped by six visiting speakers and discussion leaders selected from the class.

COURSE CONTENT

The course focusses on the addiction process, and concentrates on:

1. Recognition of a drug/alcohol problem in a person/family,
2. Recognition of the effects on family members,
3. Intervening in the progression,
4. Using available resources,
5. Examining attitudes towards drug addiction/alcoholism.

It also looks at:

Models of recovery
Social attitudes to alcohol/drugs
Community responses
Educational programmes
Groups at risk

Any areas specific to participants needs are accommodated, if possible.

22E/8

Additional areas, meeting requests from the group included:

Basic counselling skills

Grief process

Media response

Appropriate laws of this country

Family dynamics

FINANCIAL INPUT:

The Colleges does not afford this course any financial assistance. The course has to break-even financially. The fees of the course do in fact cover all the expenses of this course, i.e., tutors' fees, materials, administrative costs, correction of projects, etc.

The Government Dept. of Health did give a small grant to enable the College publicise and pay the expenses of some specialists who acted as consultants to the course (in the area of curriculum development) and did in fact provise some small input to the actual course.

EVOLUTION

This programme was started in 1984, at a time when there was much concern being expressed in the media, by parents, teachers,

local leaders, health officials and politicians about the increasing visibility of drug related problems in this country. Crime was increasing, numbers presenting for help at various agencies were increasing, drugs were freely available, and there were major unemployment and social problems in Ireland. The age group of people becoming addicts was going down, and parents were very anxious. The Government produced a summary of a taskforce report on drug bause in 1983, and provision was made for a full-time third level course on Addiction Studies.

However, many people were touched by this problem, and interested in it, and a full-time academic course did not fill the gap that existed for them in their knowledge of drugs, their effects, and how to cope with problems. Meanwhile, the two tutors who worked on the first course, had enrolled to do the Diploma in Adult and Community Education, having recognised through their experiences the need for more effective education for adults in this area. Subsequently, education for parents and communities was being pushed as the most effective way of preventing the problem from growing and communities were being urged by politicians and health officials to help themselves.

INFLUENCES

One major influence affecting development has been the distance to the College from the city. Many people who would like to benefit cannot travel that distance. Steps have been taken to overcome this for the next course, by obtaining premises in the city centre.

Another has been College policy that Extra-Mural courses must cover themselves financially. This means it cannot go ahead with a small group, and that every participant must pay full fees. There is no provision for aiding students who cannot afford the full fee. There does not seem to be much interest and support from education authorities for these courses; similarly from government sources.

Many participants come on this course to try and enhance career prospects. Some are involved voluntarily in this area. It is questionable how much status is actually given to the Certificate they receive. There is also no provision for supervision for students who want this, and need it. Tutors are employed only for class time.

There is no national policy regarding alcohol/drug problems. Therefore responses are scattered and isolated.

Interest and concern which has been shown by communities in the course. There has been real positive feedback.

Tutors and visiting lecturers are actively involved themselves at ground level and there are well acquainted with the needs of the learner. The course was and is open to anyone who is interested and no entry requirement is needed. This makes for a good mix of students and experiences.

The mix of students would be more varied if it was more accessible.

Financial restraints are a real obstacles to potential participants, especially community leaders. The lack of tutors availability outside class time for students did cause some negative feedback. Perhaps this could be more structured in the future. The general lack of full-time professional staff, who are qualified in drug and alcoholism addiction studies, does hinder the multiplication of this very successful diploma course in other centres and during the day-time. A similar day-time course will attract leaders from trade unions, industry, the farming community, churches, families, etc.

EVALUATION

The students, in order to receive the award of the Diploma, must participate in 70% of the course sessions and submit a project (related to the area of study) to the course tutor. The course tutors assess these projects. If necessary, an oral interview may be required, i.e. if there is some doubts regarding the level of achievement of a student.

At the conclusion of the course content, process, methods and inputs are evaluated. This evaluation is participative and involved students and staff. It is summative and formative and affect the design, the publicity, the selection of staff for future courses of studies in this area.

CONCLUSION

This course exposes students to individuals who have had personal experience of a drug problems, or have lived with it. It focuses on the person who has the problem, and is not too technical. Students are encouraged to make the content relevant for themselves, and are actively involved in their own learning. There is no attempt to give definite "answers". Self-help process is examined, both self-help recovery programmes for addicts and families, and community development initiatives. Learning does not end when the course ends.

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Irish National Council on Alcoholism, Statistics, 1982.

1. RESOURCE PERSON: MARY KETT, M.L.H.,
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2. ACTUAL PROGRAMME

3. EXTRA-MURAL STUDIES DIPLOMA COURSE IN ADULT BASIC EDUCATION

4. SECTION A. LITERACY

5. UNIVERSITY

6. NATIONAL - TARGET GROUP

22F/1

EXTRA-MURAL STUDIES DIPLOMA COURSE IN

ADULT BASIC EDUCATION

The Centre for Adult and Community Education, St. Patrick's College, Maynooth, initiated the Extra-Mural Studies Diploma Course in Adult Basic Education in response to an identified community need. Recent surveys regarding adult illiteracy in Ireland revealed two important facts, viz. (a) adult illiteracy does exist in Ireland, (it is now reckoned that about 10-15% of the population have serious literacy problems) and (b) that many adults have fundamental post literacy learning needs, such as, social and survival skills, lack of basic consumer knowledge and skills, lack of comprehension skills and other related functional literacy problems. The rural adult population as well as urban dwellers seem to have much the same learning needs in this area of what is generally called Adult Basic Education. Hence this course when launched was open to anyone who wished to enrol and who felt this course would help him or her to become more self-reliant and more capable of functioning in a rapidly changing society. In fact the greater number of participants for this course came from the immediate catchment area surrounding the College. Distance from the College or Centre where the course was located provided a real obstacle to the participation by some very interested and keen potential participants. The Centre for Adult and Community Education, in establishing this specific course of studies, considered that it had a social commitment to do and even to use scarce financial resources, available to the Centre to promote and

22F/2

publicise this fundamental and core learning programme. Likewise it was felt that community leaders who innovate similar courses in local centres and institutions should be invited to participate in this course. There was in fact a significant response by such community and organisational leaders who subsequently became active "multipliers" of Adult Basic Education learning opportunities in many parts of Ireland.

THE SPECIFIC GOALS

The main goal of the course was to help participants as educators and facilitators of adult basic education identify and meet their own major needs in this specific field of study and action. The needs and expectations were categorised into three major areas : (1) knowledge, (2) attitudes, (3) Skills.
A course administrator, appointed by the Centre became in fact the chief tutor and facilitator of the course. She designed specific objectives in the light of the general needs and expectations of the learning group of participants. These specific objectives were again amended and clarified by the participants and a group learning contract designed and agreed.

The specific objectives of the course were:

- to help the participants understand the nature, extent, causes, processes, of adult basic education

- to facilitate the participants reflect on their own attitudes and values regarding different basic education target groups, i.e. towards or with the 'adult basic education' learner.

22F/3

- to help the participants discover and use resources which would help them in this field of adult basic education.

- to identify and practice process skills of facilitating adult basic learning with specific target groups of learners.

- to develop self-awareness and self-confidence as facilitators and group leaders.

- to analyse case studies in adult basic education and adult basic education projects in other countries.

- to develop skills in curriculum development in adult basic education.

- to access their own progress throughout the course and to identify new learning needs or problems which participation in the class or group could meet or solve.

BENEFITS AND OUTCOMES

A systematic participative evaluation of the course, based on evaluation, revealed the following major benefits and outcomes of this course:

(1) the participants gained in confidence as people, educators, and initiators of adult basic education programmes.

(2) they also increase in their knowledge of the different aspects of adult basic education.

(3) they perfected their teaching skills, e.g. how to teach numeracy, social and survival and coping skills.

(4) they gained a greater understanding of who and what is the basic education student, his or her major needs, fears.

(5) they discovered and practised different approaches and methods in this field of personal and social learning.

(6) they become aware of the many social, economic and familial causes which are related to the creation or growth of this need of adult basic education.

There were attitude changes too as a result of this Course They were as follows:

Attitude towards the Adult Basic Education student

The self-concept of the facilitator himself/herself

Relationships with others in group and with the potential adult basic education students

Attitude to social inequalities and familial problems which may be positively correlated with increase of the need of Adult Basic Education

Attitudes to the concept of participation, problem-solving and decision making by the learners themselves.

PROCESS AND METHODS

This course is, as far as possible participatory in nature. Participants are encouraged to see their own experiences as a valuable asset and input in the learning process of the course. Their experience is drawn on by the tutor wherever possible.

There are very little formal inputs or lecturers. Self-directed learning is encouraged. The learning contract established at the beginning of the course, is continuously examined and if necessary changed to meet new emerging class or group needs. There is great emphasis on free-flowing, yet, professionally facilitated discussion. Experiential learning sessions, case studies, role play, demonstrations are essential elements of the course process.

Materials provided by the tutor, support this multi-methodological and person-centred process. Reading lists and information sheets are provided at regular intervals during the course.

The tutor encourages the students or the participants to continuously assess their progress throughout the course and to provide feedback to her and the group. One session, half-way through the course is set aside for an indepth assessment of the course by tutor and group together. Changes in the course are made on the basis of these evaluative sessions. At the end of the course, the participants are given a lengthy evaluation sheet and their options and future activities are discussed before the course ends.

Personal counselling and tutorials are given by the course administrator before and after each individual session. Students have access to the tutor at all times even by lengthy telephone calls.

The course is given once a week for a two hour session and continues throughout one academic year (25 weeks). There are 6 full-day Saturday sessions during the course.

INPUTS

There is a course tutor or administrator appointed for this course. She is paid by the College at the regular University rate per academic teaching hour. Her total student-teaching-contact hours were 80. This cost the College £2,080 (2,500 dollars approx.) Other tutors and experts are invited to participate as resource personnel throughout this course. They are paid at the regular University rate per teaching hour. This 'expert' input amounts to about £200 (250 dollars).

The Centre for Adult and Community Education staff provide the back-up administrative and academic services. This is very difficult to cost. It includes materials, publicity, award of diplomas, payment of the rent of the premises where the course is located, consultation with the tutor at regular intervals etc. It is very hard to cost this. It is reckoned to cost 30% of the cost of organising and implementing this course. A group estimate would indicate that these administrative costs amount to about £600-£1,000 (700-1200 dollars).

22F/7

The participants pay a fee to participate in this course. The fee is paid either by themselves, or their community institutions or agencies or subsidised in some way by an external agency.

There are 25 participants who pay £70 per participant. The total income is therefore £1,750 (2,000 dollars). Some of the participants have undertaken a short training course in literacy training before they join this course. Others may have experienced some training as teachers in primary or post-primary education. Some do have some unlearning to do throughout the course. They are (or were) not accustomed to teaching adults.

Equipment such as overhead projector, flip chart, T.V. monitor/video is provided if required during this course.

EVALUATION

The extra mural studies award of the Diploma in Adult Basic Education is made to participants who have:

(a) achieved at least 70% attendance at the course

(b) participated actively in the course

(c) completed a project on adult basic education, which is submitted and assessed by the course administrator.

There is no written or closed examination at the end of the course. If deemed necessary, by the course tutor, some students may be required to have an oral examination at the end of the course, especially if their submitted final project is not satisfactory. There is a very high rate of success among the students. This is attributed to the commitment of the tutor, combined with the intense instruction of the participants throughout the course.

OBSERVATIONS

This course has helped to focus national attention of (a) the existence of the need to provide Adult Basic Education learning opportunities and (b) to train adult basic educators to meet these learning needs and (c) the need of state aid to promote general adult basic education courses and training courses of adult basic education tutors.

In launching this course St. Patrick's College provides a vital community service for disadvantaged groups of adults, though the College authorities are not yet fully convinced that it is wise to spend scarce financial resources in doing so. The principle that 'each course should pay for itself' still dominates the thinking of many policy makers in the College. The Centre for Adult and Community Education does need more financial resources if it is to promote this and similar courses in the immediate future.

22F/9

The course is costed at a reasonably low level in order to attract participants who want to undertake this course. An adequate physical and psychological learning climate is provided for the participants throughout the course. This enhances the motivation of the participants. The non-directive approach, the mixed background and experiences of the students, the emphasis on participation, and the relevancy of the course are positive influences which contribute to the success and the appeal of this course.

A vital community learning need will not be met if this course does not exist or function in the future. It is however crucial that the course continues to remain, in process and philosophy, person centred, participative and action oriented.

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* * * * * * * * * * *

1. RESOURCE PERSON: M.A.D.E.
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2. ACTUAL PROGRAMME

3. THE MAYNOOTH ADULT DAYTIME EDUCATION (M.A.D.E.)

OTHER

4. M.

5. VOLUNTARY AGENCY

6. (A) LOCAL (20 square miles)
(B) 30,000 people
(C) RURAL/URBAN
TARGET GROUP

226/1

THE MAYNOOTH ADULT DAYTIME EDUCATION (M.A.D.E.)

Adult Daytime Education is one of the growth areas in adult and community education in Ireland today. Many thousands of adults, especially women who are housewives or unemployed are forming self-directing learning groups or associations or learning cooperatives. Most of these adults have already participated in part-time evening courses especially those organised by the Centre for Adult and Community Education in St. Patrick's College, Maynooth. Having 'tested' the usefulness and fulfilling aspects of learning, they have decided to continue to design and implement and evaluate their own learning activities. They do so at a time and place convenient for them. They provide resources such as buildings (very often prefabricated wooden structures) and creches directed by professional child care personnel in order to facilitate and create their own optimum learning environments.

This Maynooth Adult Daytime Education Centre and its programme were set up by a group of ten women who had got great emjoyment and benefit from an extra-mural studies diploma in Social Studies in Maynooth College. "We wanted to give others the chance to share in and enjoy adult education like we did".

The Centre is run by a steering committee selected or elected from the students who constitute the Centre. There are 250 daytime adult students who are married and have the

responsibility of taking care of a home, bringing the children to school etc. and have a few hours free each day to engage in study activities in their Centre.

The M.A.D.E. Centre is in a prefabricated building in a local school yard. Another such building will soon become available to the group. The members of the Centre, i.e. the students themselves are very much community and socialisation centred. They encourage, especially by personal contact, all adults in the local community to attend courses and they waive or reduce fees with impunity where they find the need to do so. They especially try to encourage women in the home, the unemployed, the old age pensioners and the people who are lonely, the newly arrived in the community or those who have not heretofore mixed in the locality to the detriment of their happiness and confidence to participate in the courses of the Centre.

The day-to-day work is all voluntary. They (the committee and students) do their own fund raising. They receive financial support from the local statutory educational body (called in Ireland the Vocational Education Committee (V.E.C.)). This statutory body provided the buildings, pays for the heat and the electricity and insurance, provides some basic, though necessary, equipment and where necessary and when requested specialist tutors.

The Maynooth College authorities favour this development in adult and community education and provide academic and teaching services to the group free of cost. Indeed the faculty of the College have learned much regarding teaching adults from their free and enthusiastic involvement in such a voluntary community

learning enterprise. As I already indicated, these community self-directing groups are mushrooming throughout Ireland and provide an interesting challenge to the modus agendi of the traditional voluntary and statutory adult education provision.

GOALS

The goals of this programme of activities, which must be considered in their entirety as an interrelated unit or movement is to enable the participants to:

(a) facilitate their own personal growth and development;

(b) to become self-reliant;

(c) to organise their own forms of learning activities to meet their own expectations and needs and at the same time in keeping with their own level of readiness and the demands of their social and familial responsibilities;

(d) to help each other, i.e. to develop a process of co-learning or to become co-teachers, co-learners;

(e) to provide a relevant and necessary community service;

(f) to counteract some of the effects of modern urbanized living;

226/4

(g) to develop specific social and role related skills, e.g. assertiveness, parenting, relaxation;

(h) to explore the nature of and the possibility of participation in higher or third level education. Some participants want to best themselves, to discover if they are able and ready to enter and participate in formal third level or higher education studies;

(i) to acquire the knowledge and skills whereby they can cope with such social problems such as drug addiction, excessive smoking, alcoholism and loneliness;

(j) to develop the creative use of leisure time;

(k) to begin to explore the possibility of training for part-time job opportunities.

Given such a broad and variety of specific objectives, it is not surprising that M.A.D.E. attracts many students and offers a great number of different learning opportunities for the members. In fact each student or member has the right to indicate a new need, a new concern or to help provide a new course of studies. The creative potential of all the learners is clearly recognised as a crucial value in the growth and continuous development of M.A.D.E. Enjoyment of learning is a fundamental and permeating goal of all the activities of M.A.D.E. "We see adult learning as fun creating and as the great tolerance, understanding, self-awareness, acceptance and confidence promoter". In many ways, this movement or centre or learning activity resembles the folkhighschool of Denmark, or the study circle of Sweden.

BENEFITS AND OUTCOMES

The participants claim that as a result of their participation in M.A.D.E. they have become more confident and more outgoing. They have met and made many new and helpful friends. They have counteracted the effects of loneliness. They have been able to express, in their own creative way their freedom to learn. They have been exposed to new knowledge, new ideas: they have practised new life and social and parenting skills. They have learned how "to enjoy life". They acquire new interests outside their home. It was discovered by all that it is never too late to learn. They have been enabled to establish more productive and fulfilling communications with their children and their husbands. They have "socialised".

Some have undertaken state examinations to compensate for the fact that they dropped out of the formal education system at an early age.

Other participants are now anxious to pursue further studies in the realm of higher education. "They want to go to university".

Many want to pursue studies in , Philosophy, Political Science, Sociology, Anthropology, Computers, Science, etc. Many are more critical and analytical of the media message. They read, reflect and are able to discuss current affairs with great confidence, clarity and conviction.

CONTENT

The content of the course or activities are multiple. They are generally what the students want or demand in accordance with their learning needs, level of learning readiness, their styles of learning and their motivation to learn.

The courses are planned by asking the students what they want to do. They students are also encouraged to provide follow-up courses if they so desire or if they deem it useful and helpful to them. They are always reminded that they "the students are running the Centre".

M.A.D.E. is now two years in existence and continues to expand. The programme of activities in the past year included the following:

Get out of the House
First Aid
Modern Irish Society
Creative Writing
Yoga
Assertiveness
Irish Language
Conversational French
Self-Defence for Women
Extra-Mural Studies Diploma in Social and Human Studies
Art
Dance
World Religions
Women's Studies
Human Development
Parenting Skills

226/7

PROCESS AND METHODS

Many different processes and methods are used through the total programme. It is essential however that the 'students' remain in control of the learning process and the development of the content. Participation by all the students at all times is actively encouraged by all involved, e.g. tutors where present, organising committee and the students themselves. The students are encouraged to challenge in group discussion or in open sessions the short input which has been provided by an 'expert' (from within the group or invited in from the outside community).

Great emphasis is placed on student feedback. Students are facilitated to give feedback to one another, to the group and to the tutor where he or she is present. The feedback is both summative and formative, negative and positive and covers all aspects of the learning activities. The 'feeling tone' of the students regarding their learning experiences in M.A.D.E. is continually tested and evaluated. This evaluation and ongoing feedback can lead to (a) new learning activities, (b) changes in methods, and (d) community projects or actions, e.g. protest meetings, etc.

The usual methods of facilitating adult learning are also used throughout the activities of M.A.D.E. These are:

Lecturettes
Group Discussion

Role Play and Simultations
Case Studies
Readings and Handouts
Structured Learning Games
Written Assignments
Demonstrations
Modelling
Creative Theatre
Video Presentations etc.

The method and process selected must however help to create and maintain the dynamism of the cooperative learning environment of M.A.D.E.

INPUTS

The primary input into M.A.D.E. is given by the students themselves. They are M.A.D.E. They input their experiences, their enthusiastic commitment, their talents, their time, their limited financial resources, their organizational skills and activities.

Other inputs are given by external agencies, institutions and experts. These inputs take the form of:

(a) Buildings
(b) Small Financial Grants
(c) Teaching
(d) Consultative Services
(e) Guidance
(f) Evaluative Services when required
(g) Publicity Material
(h) Reading Material and Handouts

226/9

The students participate for a minimum of 2 hours each week throughout the academic year provided they are free to do so. Many students spend much more time in M.A.D.E. and in the local community promoting M.A.D.E. and its philosophy, objectives, and range of learning activities. Some members visit other such self-directing learning groups in other parts of the country to discuss common problems and/or to help to start another locally based group. These self-directing groups of Daytime Adult Education services have now formed their own association to support each other and to discuss mutual problems and to analyse strategies for the future development of the groups.

There are no full-time paid staff in M.A.D.E. All the organisers and students are voluntary workers.

EVALUATION

M.A.D.E. is regularly evaluated by the steering committee of eight elected students. All aspects of the work of M.A.D.E. is assessed at the monthly meeting of the steering committee. The report of this meeting is made available to all the members of M.A.D.E. Each participant has free access to the members of the committee and may suggest items for the agenda of the monthly meeting.

There are at least two general meetings of all the members of M.A.D.E. throughout the year. These meetings are essentially a process of evaluation, planning and development.

Each specific activity or course module is evaluated by the participants of that course module together with facilitator, leader, tutor or expert. This evaluation is scheduled as part of the programme and occurs in the middle and at the end of the learning experience.

In some modules or courses the participants are required to submit written work or present a project to the tutor who assesses it and gives direct feedback to the individual students.

If the course is sponsored by an extern agency, the process of evaluation is usually negotiated by M.A.D.E. and the agency itself. It usually takes the form of written assignments, formal closed examinations or the presentation of a community-related project.

OBSERVATION

M.A.D.E. is a most innovative development in Adult Education in Ireland today. The Government has not yet recognised the existence or the potential of M.A.D.E. and similar groups throughout the country. In M.A.D.E. there is the maximum use of all community resources to facilitate adult and community learning.

Institutions of higher education are now beginning to pay attention to such groups as M.A.D.E. Part-time university education is available to adults at night or during the day but it is in its infancy in Ireland. These institutions are reluctant to change and

innovate new educational services to meet this growing target group of adults. A recent survey indicated that there is an unadequate backup serivce in institutions of higher education even for those few mature students who do undertake university education. The academic staff have little or no experience in teaching adults. University administration is not ready to cope with the adult learner. It treats the adult learner in the same way as it treats the undergraduate who comes to the university directly from high school.

The keeness of the adult learner to participate actively in the learning experiences at all times is an obstacle and perhaps a trheat to many third level academic staff.

Institutional reorganisation, different approaches to curriculum development, inservice training of academic staff are most necessary if institutions of higher education are to meet the new manifest learning needs of the growing number of potential part-time adult students.

Many of the members of M.A.D.E. are now asking, even demanding a pre-university course of studies. They want to prepare themselves for possible entry into the university. Maynooth College is now endeavouring to meet this need,despite institutional difficulties and lack of financial resources.

It is also evident that many community based buildings could be used by such groups as M.A.D.E. Many such buildings do exist and are not being used by day. Local voluntary community councils

226/12

and/or statutory bodies who control these buildings must make them available for adult day-time education activities organised by such groups as M.A.D.E.

Finally, the expansion of such groups as M.A.D.E. would seem to demand policy decisions by Government throughout its Dept. of Education regarding the availability of financial resources for such groups. But it would be first necessary to research the origin, the philosophy, the nature of the participants and learning programme, etc. of these groups. Such a comprehensive research report would facilitate the decision making process regarding the allocation of financial resources.

This research project would be of great importance for the Centre for Adult and Community Education in Maynooth College. It would help the staff of the Centre assess:

(a) the social commitment of the Centre itself;

(b) the strengths and weaknesses of its training programme for full-time and part-time adult educators;

(c) how best the Centre could help such groups as M.A.D.E. (e.g. leadership training, group work skills, community relations training, etc).

READINGS

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226/13

1. RESOURCE PERSON: Sr. Benedict Rouine,
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2. ACTUAL PROGRAMME

3. EXTRA-MURAL STUDIES DIPLOMA COURSE IN RELIGIOUS STUDIES

OTHER

4. SECTION M.

5. CHURCH/VOLUNTARY

6. DIOCESAN/PROVINCIAL)
URBAN AND RURAL) TARGET GROUP
1/4 MILLION POPULATION)

22H/1

EXTRA-MURAL DIPLOMA COURSE IN RELIGIOUS STUDIES

This Diploma Course in Religious Studies is provided by the Centre for Adult and Community Education, St. Patrick's College, Maynooth, in cooperation with the Diocesan Religious Education Office of the Diocese of Killaloe, which is situated in the south west of Ireland.

Participants who attend the course come from a radius of thirty-five miles for the course in Ennis, Co. Clare where the course is located. In the diocese, which the course serves, there are thirty-three rural parishes with two provincial town parishes. There has been approximate attendance of 250 for this course, which continues for a period of two years.

The Centre for Adult and Community Education is located in St. Patrick's College, Maynooth. This College combines three cooperating through separately administered institutions. These are:

(1) A National Seminary, which provides training and formation programme for diocesan priests who will work throughout Ireland;

(11) A Pontifical University which offers degree courses in Catholic theology and related studies.

22H/2

(111) A recognised College of the National University of Ireland, which offers a broad range of the traditional university degrees and diplomas. The Centre for Adult and Community Education is located in this institution. This cooperates with the other institutions of the College in providing long and short-term religious studies programmes and summer schools. Most of these religious studies courses are located in local community centres, schools or colleges.

This Diploma in Religious Studies arose out of the demand and the felt and manifest need of religious teachers, laity and religious personnel to develop a deeper understanding and application in the modern world of the Christian Faith. From consultations with diocesan adult religious education directors, it emerged that there were and are many people who are most avid "to know more about their Faith and how to live their Faith in modern though changing Ireland". There is an ongoing process of consultation between the staff of the Centre and the adult religious education directors or advisors of each diocese. New pilot programmes of action-learning are now emerging especially in the area of local pairsh and pastoral ministries.

GOALS OF THE COURSE

The specific goals of this course are to deepen the faith of the participating Christians and to improve the general quality of life of the individual participant. It is also hoped that this course will help to create an awareness by the participants,

of the Church as the people of God and to call forth the gifts of persons who will encourage and initiate the ministry of service in the local Christian community. The course also focuses on Christian community building at the local level. Ecumenical action and initiatives are also included in the aims of this course. Furthermore it is expected that the participants will understand the development in Church teaching and worship since the Second Vatican Council and will be able to apply Christian principles both in understanding and in contributing to the solution of current socio-political and economic issues in Ireland and in the world. Such issues include youth problems, nuclear energy issues, environmental problems, world hunger, peace development, the role of men and women in today's society, the uses and abuses of the media and information technology, the problems of emigration and poverty, family life formation and development etc.

BENEFITS AND OUTCOMES OF THE COURSE

From surveys and the personal witness of the participants it is evident that as a result of participation and sharing in this course the following outcomes and benefits emerge:

(1) a deepening of the Christian Faith of the participants themselves;

(2) increased knowledge of the origins of their faith, Scripture, morality and liturgy or Christian worship;

(3) a greater awareness of the need for lifelong religious education;

(4) a greater consciousness of the need of and commitment to facilitate the growth of the community in the local parish.

Many participants admit that many of their 'faith' or 'religious' problems are solved by participation in this course. "Their faith becomes", they say "more meaningful to them, more relevant to today's world, more fulfilling". Other participants find the course a process of renewal and rebirth as Christians. Some participants claim that as a result of their studies and personal reflections on the content of the course, they can better cope with the stress, strains and demands of living in a pluralist society.

Other significant outcomes which could be called action outcomes are: setting up of local study groups or circles to continue religious studies at the local level, actual and active participation in ministry in the local parish, participation in some voluntary lay-apostolate group or organisation, e.g. Conference of St. Vincent de Paul, Legion of Mary, etc. Regular and systematic personal and daily reflective reading of the Bible, etc.

CONTENT OF THE COURSE

The content of the course is based on the overall general scheme of "Faith we believe in", the "Faith we practice in our

22H/5

daily lives", "the Faith we celebrate". The specific content is thereby arranged as follows:

(a) Dogmatic Theology

The Faith we profess

God - the existence of God, belief in God, man's search for meaning

God in creation and in revelation

Christology, Redemption, the Holy Spirit, the Blessed Trinity, man's response, the Church, Ministries in the Church.

(b) Sacred Scripture

What is Sacred Scripture

The Old and New Testament

The Formation of the Gospels

Paul and his Writings

Religious Problems related to Scripture

(c) Morality

The Meaning of Morality

The Natural Law

Conscience

Sin and Conversion

Sexuality

Marriage and the Family

Justice

(d) Liturgy and Sacramental Theology

The Celebration of the Faith

Christian Initiation

Christian Reconciliation

The Anointing of the Sick

The Celebration of the Eucharist

Eucharistic Devotions

Spirituality and Prayer

22H/6

(e) Basic Sociology and Psychology

Modern Irish Culture (and Faith)
The Problems of Youth (and Faith)
Current Social Issues (and Faith)
Global Issues (and Faith)

During the course, there are workshops, which consider special aspects and application of the Christian Faith, e.g., Praying the Psalms, the Problem of Unbelief, Drug Addiction and Alcoholism etc.

PROCESS AND METHOD

In planning this course the participants were actively involved in deciding the specific themes or topics for study and reflection during the two year programme. Questionnaires that provided a list of relevant topics and open questions regarding any other specific participant-interested were sent to community and interested groups. They were asked to identify their choice and their priorities of study. Furthermore postal letters were sent to persons requesting them to state the areas of study that would benefit them as Christians in today's world. Informal conferences and meetings and other activities were organized in order to sensitise the organisers to the religious learning needs, interests and problems. The results of these investigations were then coordinated and arranged into a systematic integrated relavant series of learning activities, which constitute this course. Resource personnel were then sought to facilitate the various learning activities. The course coordinator was the

local diocesan adult religious educator who facilitated the harmonious and integrated development of the course.

Various methods of adult learning were used throughout the course. These included:

Lectures
Discussions
Group Reflection
Services of Prayer and Worship
Study-days and Workshops
Materials, e.g. handouts, audiovisual aids, etc
Relevant reading lists
Regular group and general assembly feedback

Specially prepared questionnaires and general assembly feedback were used to assess how relevant the course was as it progressed and, this assessment enabled the course administrator to introduce any necessary changes. This assessment concerned not only the content, but also the structure, the time schedule and methods being used during the learning sessions.

Participation by all the students was encouraged by introducing experts and managing each learning session. They also prepared the liturgical and para-liturgical serivces. Furthermore the participants were actively involved in the enrolment of candidates for the course, the arrangement and facilitation of local informal meetings and conferences to promote knowledge of the course. The students also prepared parish related projects

and presented them (and their outcomes) to the general assembly of the students. Each participant also completed set assignments each year of the course, e.g. term - essays on chosen topics analysed during the course.

INPUTS TO THE COURSE

The main resource was the professional personnel who were either professors or lectures or persons of exceptional competence in a specific area of religious education. The Diocesan Church Music Director was the main resource for religious services, held throughout the course. These services were real formational and learning experiences for all the participants. Resource personnel were paid lecture fees and travelling expenses.

The participants paid an annual fee which did cover all the administrative expenses of the course. These fees also enabled the organiser to provide some extra written study materials for the students during the course.

There was one full course administrator who was ~~held~~ helped on a voluntary basis, by a local team or an ad hoc committee.

The centre where the course was held proved admirably suitable for this course.

EVALUATION OF THE COURSE

The Extra-Mural Studies Diploma in Religious Studies is awarded to those students who (a) successfully complete all assignments, given throughout the course and (b) actively participate in the discussions and learning activities throughout the course and (c) who attend at least 70% of the teaching and learning sessions of the total course. Those who fail to achieve the diploma are awarded a College certificate of attendance. This Extra-Mural Studies Diploma award in Religious Studies is not a professional qualification. It does not entitle the holders of the diploma to teach religious education in schools. Many teachers of religion do participate in this course. They regard it as a continuing education or inservice training course.

The course tutor is responsible for implementing the formal evaluation process for each participant. The staff of the Centre of Adult and Community Education, Maynooth College, act as an extern assessor of this course, which is now in operation in 24 centres throughout Ireland.

OBSERVATIONS

This diploma course in religious studies is meeting a real adult learning need. About 9,000 adults have participated in such a course (religious studies) since it started in 1980.

The course is actively promoted by the Catholic Bishops of Ireland. The course represents a very active involvement of the Centre for Adult and Community Education to the local Christian community. As a result of this course a network of experts, course administrators and innovators and committed students has been established. This network has helped to pioneer new adult religious education programmes - pastoral and parish leadership training programmes, inservice clergy training, special ministry training courses, etc. It has also helped the lay people become actively involved in the local Christian community or parish.

There has been an extraordinary manifestation of willingness on the part of professional staff to become very involved in this and similar courses. They travel great distances to do so.

Some lay people have been so motivated by this course that they have decided to pursue,in greater depth, and in a formal university setting, theological studies and pastoral action.

Past members have discovered that they have the capacity, the telant and the knowledge to publish articles on religious matters, in local community and educational journals.

Other participants have challenged the style of leadership in operation in the local parish. They have queried the decision-making and problem-solving process in religious matters in the local community.

There have been some obstacles experienced in implementing this course. At times, the speakers or teachers had to travel great distances, which inconvenienced them greatly. There is an obvious lack of local trained personnel to service such courses. Provincial experts must be trained who will lead or facilitate such courses. Some of the lecturers did not know how to teach adults. A short, though intensive inservice training course in facilitating adult learning, is an obvious necessity for all who lecture or teach on such courses. Extra finances are required to organise and implement such a training course for staff. Some priests do not adequately encourage the laity, who are somewhat 'afraid' or 'fear' to participate in such a course. "It is beyond me - I would be a failure" - are comments heard on occasions. Even keen laity do need the motivational support of their clergy to enrol for such a course. Some clergy do motivate the laity to do so. They even support them financially by paying all or part of their fee for the course (£70 per annum).

The time demands of this course (one night a week for a period of 3 hours, and four one-day workshops) are not obstacles to participation in this course. The course is open to all adults who have completed initial education. No previous academic qualification is required by those who wish to enrol in this diploma course.

The course administor/tutor has a pivotal role to play in the success or failure of this course. He or she is always available to the students and at times acts as counsellor, tutor,

facilitator and animateur, and resource person. The course administrator keeps a journal of all the happenings during the course. It is a valuable source of information to himself or herself and to others who wish to inaugurate such a diploma in religious studies.

The relaxed community like atmosphere during each session is a positive factor which has contributed, in no small way, to the success of this course.

This course has proved that lay people can learn and study religion and theology, apply them to their life-situations and communicate what they have learned to others. There is no one who is not capable of learning something.

READINGS

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Riley, B., The Owners Scripture Manual, Veritas Publishers, Dublin, Ireland.

Rogers, P., The Bible in Pictures, Irish Printers, Dublin, Ireland.

Guzie, T., Basic Sacramentals and The Eucharist

1. RESOURCE PERSON - John MacMahon, M.Litt.,
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2. COMPLETED PROGRAMME

3. NATIONAL TELEVISION PROGRAMME - 'ANOIS IS ARÍS' -
BASIC COURSE IN THE IRISH LANGUAGE

4. SECTION M. OTHER

5. NATIONALLY-DIRECTED FOR GENERAL POPULATION
POPULATION - 4 MILLION (High Density on the South East and East of Country)

6. URBAN COMMUNITIES)
) TARGET GROUP
RURAL COMMUNITIES)

225/1

TELEVISION PROGRAMME - 'ANOIS IS ARIS' (NOW AND THEN) PROMOTING THE IRISH LANGUAGE

INTRODUCTION

The National Broadcasting Service in Ireland is a statutory provision. It is called Radio Telefis Eireann (R.T.E.) and it has a total staff of 2,000. The Department of Education is one of the departments in this national television and radio service. It is responsible for planning, developing, producing and presenting educational programmes on television and radio. These programmes are intended for the general public and/or for specific groups, such as, children, youth, adults, community groups, professional groups. These educational programmes are categorised as :

(a) informal or incidental

(b) nonformal

(c) formal

The formal and nonformal educational programmes are serialised and usually are backed with publications, notes, tutorial services and a feedback and evaluative system.

The Department of Education in R.T.E. have six radio producers, one education officer, one researcher, one broadcasting assistant, one programme organiser, a secretary and a Head or Director.

Various local, regional and national reports on broadcasting have recommended that the educational service of R.T.E. be expanded.

The Government has appointed a National Broadcasting Authority to supervise the work of R.T.E. and to monitor the implementation and application of the Broadcasting Act which governs all aspects of broadcasting.

R.T.E. is organisationally, ideologically, and de jure committed to promoting the knowledge and use of the Irish language throughout Ireland. Thus one of the television learning projects, which the Department of Education in R.T.E. undertook was entitled 'Anois is Aris'. It was hoped that this national television programme would encourage all the people in Ireland to make efforts to learn the Irish language and to speak it occasionally if not regularly ('anois is aris' is the Irish for 'now and then').

GOALS AND OBJECTIVES

The general goals of this course and presentation were to assist viewers in learning and speaking the Irish language. The target group was the general population.

The specific objectives of the programme were to:

(a) demonstrate to people how easy it was to speak and understand the Irish language:

(b) remove fears, prejudices and personal shyness which hinder or prevent people making some effort to speak the language;

(c) present, in a non-threatening manner, the rudiments of the Irish language and grammar:

(d) recommend or suggest some solutions to those viewers who had difficulties or problems in learning or speaking Irish:

(e) suggest or recommend situations where it would be possible and not too difficult to speak Irish:

(f) provide accessible resource material, e.g., a simple, easy to read, publication and tapes which would reinforce learning for the viewers of the programme.

BENEFITS AND OUTCOMES

A detailed research programme on the effectiveness of the programme was undertaken by the Department of Education in R.T.E. The results of this research indicated clearly that people - viewers - benefitted from this programme. Those viewers or learners who could already speak and understand a little of the language expanded their knowledge and ability to communicate in it. Fears and myths regarding the speaking of Irish were to some degree, removed or exposed or counteracted. Interpersonal communication in Irish especially between children and their parents was enhanced by the

presentation of this programme. Some viewers were so motivated that they began a more thorough and lengthy study of the Irish language. Many were made aware of the existence, the richness and the cultural significance of the Irish language.

CONTENT

The content of the programme was based on the following general outline:

1. Conversational Irish
2. Different uses of Irish words, phrases, etc.
3. Thought processes in Irish
4. Writing, computing through the medium of the Irish language
5. The story and the language
6. Basic grammatical principles of the Irish language
7. Irish language, literature and its relevance today and to conversational Irish
8. Drama and the Irish language.

The content was experientially planned and presented on television and in the accompanying literature. Modern socio-economic life situations in Ireland were continually used to demonstrate and

illustrate basic principles and different uses of the spoken Irish language. Much use was made of drama and well-known television artists and personalities to present these situational learning experiences on television. The curriculum was therefore constantly integrated into modern adult life experiences.

PROCESS, METHODS AND INPUTS

The programme was planned by members of the Department who formed a team to do so. Existing research reports on the Irish language were analysed. Agencies already involved in promoting the use of the Irish language were consulted. Outstanding Irish speakers and personalities were consulted and invited to contribute their ideas at the planning stage of the programme. Departments of Irish Studies and Culture in universities were invited to make recommendations concerning this programme.

The methods, used throughout the programme were those used by traditional distance education. These were:

- Regular radio and television presentations
- Course materials, books, tapes
- Group learning and tutorials
- Specially community located classes
- Feedback
- Telephone calls ('Phone in')

Active participation by the learners-viewers was encouraged insofar as television permitted. Consultation and counselling services did encourage or facilitate participation. Due to lack of financial resources a more comprehensive service to promote participation was not possible. The staff of the Dept. of Education (R.T.E.) were already over-stretched. This programme was only one of many projects which the Dept. of Education in R.T.E. has undertaken.

With regard to inputs to this course, two subject specialists, four programme producers, two course resource producers, one organiser and many tutors were used at different steps of this learning education.

The scale of the project seemed to regulate the number and nature of the input services. The R.T.E. agency itself carried most of the expenses for this programme. Participants were required to buy the books and cassettes. There was no fee for this course. Furthermore there was no formal registration of learners/viewers who participated in this learning project.

The materials used throughout the course were prepared in accordance with the accepted principles and methods of adult learning and motivation.

The facilities for the planning and presentation of this course were adequate. These were the broadcast studios and equipment and an adequate supply of the publication and cassettes. Local

22J/7

community groups found no difficulty in obtaining tutors and meeting places for classes, group work and discussion.

INFLUENCES

This programmed has now ceased. An identified need, agency - commitment and a sense of community awareness by some groups of the general population contributed to the success of the programme.

But this programme highlighted the fact that such programmes are needed and can be effectively produced by the Dept. of Education (R.T.E.) Absence of an Adult Education policy in R.T.E. and a general lack of financial support did prevent further development of this and similar programmes.

EVALUATION

The programme was evaluated by the Department of Education of a local university. This evaluation revealed the following positive results:

- the programme definitely achieved its objectives: more adults were enabled to speak Irish:

- the number of adults who participated was significant, though some did drop-out at various stages and for various reasons:

- the programme because of its method of presentation on television had a special appeal for young adults. They could identify with it because the episodes used for teaching were selected from their own life style and experiences:

- some did express a keeness to pursue further studies in the Irish language:

The programme however did receive some negative criticism. These were:

- the components or parts of the programme lacked adequate integration. There was a mismatch, at times, between the television presentation and resource materials available to the learners:

- some learners wanted to give feedback regarding the programmes and their learning. There were inadequate opportunities to do this:

- some viewers or learners recommended more creativity with regard to the television presentation of some elements of the programme.

OBSERVATIONS

It is difficult to provide accurate and detailed information regarding the use of broadcasting for adult learning, because of

the complexities of the issues involved. A public service broadcasting organization performs a general educational function as well as providing specific projects. A variety of support services are necessary if people are to derive maximum benefit from broadcasts. More effective communication and cooperation between adult and community agencies are vital in this respect. A well resourced and trained adult education counselling service is another obvious need if national broadcasting is to play a positive and significant role in the field of adult, continuing and community education.

Finally, R.T.E. itself will have to allocate more staff (trained in adult education) and finance to the Dept. of Education if it is to respond creatively to the educational needs of adult learners viewers or listeners.

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Towards a Broadcast-Based Open Learning System, MacMahon, John, Irish Educational Studies, Vol.6, 1986.

22J/10

1. RESOURCE PERSON: Muireann Conaty, M.Psych.,
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Maynooth, Co. Kildare, Ireland

2. ACTUAL PROGRAMME

3. EXTRA-MURAL STUDIES DIPLOMA COURSE IN
BASIC COUNSELLING

4. SECTION E. PROFESSIONAL, OTHER

5. UNIVERSITY

6. NATIONAL (URBAN/RURAL) - TARGET GROUP

22K/1

EXTRA-MURAL STUDIES DIPLOMA COURSE IN BASIC COUNSELLING

INTRODUCTION AND BACKGROUND

In 1974, St. Patrick's College, which is a recognised College of the National University of Ireland decided to establish an extra-mural studies or extension service and division. The main purpose of this service was to provide access by the community to the academic and other resources of the College and at the same time to enable the College to respond creatively to the learning needs of the local communities, which form the catchment area of the College. Both objectives have been successfully achieved. This present diploma course in Basic Counselling emerged as a result of the positive interaction between the local communities and the College academic and teaching staff.

Contact with local community groups and leaders revealed the fact that many adults were keen to learn how to cope with stress and strain of modern living. Others were anxious to use their own abilities and talents to help their friends and neighbours who were experiencing stress as a result of social problems, such as unemployment, redundancy, loneliness and old age. Many others felt that they could help their relatives and friends in times of great pain, anxiety and stress, e.g. death, breavement, broken marriages, the hospitalization of a close relative or friend. Other adults wanted to become more self-reliant, were keen to develop themselves and to control their own destinies.

22K/2

Some adults, who were in personnel work and leadership positions felt that a basic counselling course would help them in their work. They would become more effective in working with people/ workers.

The College Centre for Adult and Community Education directs the Extra-Mural Studies service. This Centre having assessed these manifest needs and having consulted experts in the field of human development and counselling decided to launch this diploma course in Basic Counselling. This diploma would not lead to a professional qualification in counselling. It was person and group centred and aimed at fulfilling the expectations of the potential participants.

This diploma course is now being given in 20 community based centres outside of the College. Each course attracts an average of 40 participants.

GOALS

The specific goals of this course are:

(a) to help the participants understand and develop skills and abilities which will enable themselves to cope with stress, strain, and change:

(b) to help the students develop skills whereby they can counsel those who come to them seeking their help or support:

(c) to help professional groups, such as, youth workers, the police, teachers, priests and sisters, nurses to be more effective in their work of helping people and facilitating the personal development of those with whom they come in contact within their work:

(d) to reinforce in the participants already existing counselling skills.

(e) to examine in some depth the problems, the dangers, the obstacles related to effective though basic counselling.

(f) to encourage the participants understand the difference between professional counselling and these basic counselling skills.

(g) to facilitate the personal development of all the participants and to help solve problems and conflicts in self and in or with others.

(h) to provide a network of community leaders who would or could help and counsel those who are unemployed, especially the youth.

(i) to enable the participants understand and analyse the counselling implications of bkeavement, loneliness, old age etc. and to develop the relevant skills in these which would help them be of service in such situations.

(j) to contribute to the growth of leaders who would be part of the emerging community health care programmes, now being promoted by statutory regional health boards in Ireland.

BENEFITS AND OUTCOMES

The evidence of benefit to the learners is shown in many ways. Each participant makes a written submission at the end of the year. For many this is a very difficult task. To organise this presentation and to reflect on what they have achieved demands time, honesty, great understanding and acceptance of self, the ability to communicate and to listen to self and others, to interpret signs and especially non-verbal communication. Many of these written testimonies reflect personal growth in self-awareness, sensitivity and empathy for the 'other', a profound knowledge of the different theories and approaches to counselling, an appreciation of social and personal stressful issues and situations, a keeness to become active or involved in helping others.

Furthermore, many of the students who are really co-learners, publicly assert that they have developed, matured and are more ready to accept and understand their own strengths and weaknesses, the uniqueness of each person, the emotional needs of others who are unable to cope or who are submerged with grief or guilt or pain.

Some students have already become active as 'counsellors' in their local communities and they testify how effective the course has been to them in this work.

There is a 'felt' enthusiasm among the students at the end of the course which reflect contentment with the course and the realisation that most of the expectations of this course have been met.

There is a keen awareness too among the participants of the problems and pitfalls associated with counselling. They are likewise convinced that they are only 'basic' counsellors and in no way must they undertake professional counselling services. They recognise that it it always necessary to have a complete knowledge of all the professional counselling services in the community to which they will refer people too, if this is necessary.

CONTENT OF THE COURSE

This course continues for two years, one night a week for a 2 hour session. This 2 hour session is divided into theory and practice. The facilitator of each course and of each mode in the course is a professionally qualified facilitator, psychologist or counsellor.

The content of the course is as follows:

1st YEAR (1) Principles of Basic Counselling I

(2) Different Forms of Counselling I

(3) Co-Counselling

(4) Reality Therapy

(5) Breavement, Loneliness, Old Age, Alcoholism, Drug Addiction.

(6) Development Psychology

(7) Group Work Theories and Practice

(8) Practical Experience

2nd YEAR (1) Theory and Practice of Basic Counselling II

(2) Geshtalt Counselling

(3) Group Work Practice

(4) Counselling Practice and Assessment (forms a major part of the second year of this course)

PROCESS AND METHODS

Since the course is very much a person centred course, active participation by the students in determining the specific goals, the programme of learning activities and the methods of course assessment is a vital part of the process of this course. The participants are encouraged to continually assess the course throughout the year. The course has an inbuilt flexibility in order to meet new needs or identified gaps in the existing programme of studies.

Other methods used include:

(1) Lecture and Discussion

(2) Group Work

(3) Case Study and Analysis

(e) Demonstrations

(5) Closed Circuit Television (and video)

(6) Structured Exercises

(7) Required Reading

(8) Handouts

(9) Role-Play and Stimulations

(10) Use of Community Representative and Experts

(11) Visits

(12) Workshops

(13) Observation and Reflection

(14) Self-Directed Learning Activities (encouraged)

Great emphasis is placed on experiential learning activities throughout the course.

INPUTS

The College arranges and pays the salaries of the facilitator or course administrator. The College, in some instances, hires the community location (building) for this course. The Centre for Adult and Community Education provides all the administrative back-up service and public relations connected with this course.

The students pay a fee of £40 per annum, i.e. for a total of 50 student/teacher contact hours. The course administrator also provides a tutorial service, where necessary. The local centre usually provides the audio visual material and the closed-circuit television studio etc.

The students receive free handouts but are expected to purchase at least two basic text books on counselling.

EVALUATION

Students are awarded the Extra-Mural Studies Diploma in Basic Counselling (which is not a professional award) provided they meet the following requirements:

(1) 70% attendance at class throughout the two years

(2) Active participation in the class throughout the year

(3) Completion of final written presentation

(4) A positive assessment of the practicum, which each student must undertake during the second year of the course.

(5) A positive report from the course administrator.

There is a very high rate of pass; there is about 15% failure rate for this course.

The students, either individually or a group, are encouraged to assess the learning opportunities and the process on the final night of the course. This is a very useful feedback mechanism and does contribute to the planning of future diploma courses in Basic Counselling.

OBSERVATION

This course is meeting a real adult learning need. The numbers demanding the course continue to increase. There is difficulty now in obtaining trained academic staff to lead or facilitate the course.

Those, who have completed this two year diploma are now demanding a still more deeper and profound study and practice of Counselling. To use the popular expression - 'they want more'. They want to expand their learning to new areas related to community counselling, primary health care, educational counselling, etc.

This diploma course is not a formal university qualification. Some participants are now seeking greater or more formal recognition by the University of the diploma course. They want it to have a university credit (which in fact it does not have). They hope that this course could be the first step towards a degree or university diploma in Counselling or Human Resources Development. This is now under consideration by the University academic authorities.

Some students have used this diploma to gain admittance to another university when they are pursuring either a university diploma or degree course in Counselling or Social Psychology or Guidance.

Some American universities do award 3-6 credits to participants who have successfully completed this Extra-Mural Studies Diploma in Basic Counselling.

Nearly all are happy with the course because as they say "we have grown, we feel fulfilled and better able to cope with self and strain and difficult situations".

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1. RESOURCE PERSON - P.B. Diggins, Director,
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2. PAST AND ONGOING

3. INTRODUCTORY COURSE TO EDUCATIONAL ADMINISTRATION

4. SECTION E. PROFESSIONAL, OTHER

5. VOLUNTARY/PROFESSIONAL

6. URBAN)
)
HIGH DENSITY POPULATION) TARGET GROUP
)
3/4 MILLION POPULATION)

224/1

INTRODUCTORY COURSE TO EDUCATIONAL ADMINISTRATION

SETTING

Some years ago, the Central Government Dept. of Education decided to establish Teachers' Centres in regional locations throughout Ireland. The functions of these centres are to provide continuing education for primary and post-primary teachers, to facilitate curriculum innovation in schools and to inform parents of educational change and developments. The educational programme of the Centres are so designed as to respond especially to ongoing learning needs of teachers. Each Centre has one or two full-time staff and uses many part-time lecturers to service its programmes. It has also some classroom facilities but has easy access to nearby third level educational institutions. Their administrative expenses are covered by grants from the Dept. of Education. The educational programme of each Centre is usually self-financing. Teachers associations and special groups of subject teachers and other related associations use these Centres to provide specific courses of study, workshops and seminars for their members. Most of the educational programme of the Centres are provided in the after school periods and at week-ends. On the whole, these Centres are used by the teachers to advance their own professional competence and mobility within their profession.

In recent years, one of the courses which has attracted many participants is entitled "Educational Administration and

Management". Principals and Vice-Principals both actual and potential are keen to develop their knowledge and skills in this crucial area of educational management and administration.

This case study is the analysis of one of these courses which is called "The Introductory Course in Educational Administration' which since 1979 has attracted about 250 teachers. Many of those who have completed this course have continued their studies in Educational Administration. Others have assumed new and higher administrative posts of responsibility in the school-system. This course is located in the Teachers Centre which services specifically North Dublin and its surrounding area. In fact many other participants come from outside this catchment area to attend the Centre. It is now estimated that this Centre serves the teaching staff of 250 post-primary and 550 primary schools in the greater Dublin area.

GOALS

The aim of this course was stated as:

> "providing a broad theoretical background in educational administration. For Principals especially, this could be useful for testing their experience against the principles of administration and management; for other teachers, the course could be a useful introduction to educational administration".

Participants were asked to score the appropriateness of the aim on a 1 to 7 scale, 1 being most negative, 4 in-between and 7 being most appropriate. Overall, the participants felt that the aim was moderately appropriate (score 5.6). However, appropriateness of the aim of the course was closely related to how they (the participants) felt in choosing and starting the course.

The participants felt that they benefitted from the course. Vice-Principals and other potential principals seem to have benefitted most from the course. This conclusion was perhaps related to the motivation of these participants who were anxious to become principals, as soon as possible. The course enhanced their job opportunity in this respect.

On the whole, this course helped to create a more informed and skilled management and administrative system in schools, which in turn, was of benefit to staff, students and parents.

Some participants had specific expectations, which were not always met by this course. They wanted the course to have some special or particular administrative emphasis. But it was agreed that it would be impossible to satisfy all specific expectations of each participant.

The course also created an awareness of the need, on the part of institutions of higher education, of offering a wider range of courses of educational administration than heretofore. The curricula of degrees and diplomas in educational studies would have

to include a more detailed study of educational administration. It was agreed too that the curricula of Teacher Training Colleges should be expanded in this area of educational administration.

Teachers themselves became more aware of the urgent need and importance of developing an understanding and skills in educational administration. Effective educational administration facilitates a more positive and self-actualising implementation of their roles and functions as teachers today.

BENEFITS

The two major benefits identified by participants were the scope provided for discussion between participants and to a lesser extent the broad overview of educational administration the course afforded. Almost three quarters divided the benefits into the following elements:-

- -- discussion of issues
- -- the interaction of 1st and 2nd level teachers
- -- the interaction of teachers with various responsibilities in school administration
- -- the various perspectives on tasks allotted to groups for discussion
- -- the informal discussion at coffee

These elements focussed on the practical application of information transmitted in lecture form: the non-threatening exposure to

alternative views related to problem-solving, decision-making etc: the testing out of ideas: experience of a surrogate "staff"; seeking of confirmation of existing viewpoints.

For these and many other reasons, discussion/interaction has been endorsed and should be further incorporated into the course. Implicit in participants' endorsement is its value as a learning mechanism. As a learning strategy group approaches (whether task or relations oriented) produce higher levels of application in professional work or understanding of the human factors in administration when compared with strategies highly laden with lecture, reading, plenary discussion approaches. Group learning approaches better replicate the experiential learning required for effective learning.

The areas suggested for enlargement within the course, e.g., staff and curriculum development, communication and motivation, interviewing and leadership are areas where there is a high level of human skills required along with technical and conceptual skills.

Various groups might be organised to achieve different objectives, e.g.,

(a) Core discussion group - where participants are chosen for groups to achieve a mix of perspectives, backgrounds and motivations for inclusion in group work on leadership. motivation, etc.

(b) Task groups - who self-select themselves for inclusion in, say, areas such as curriculum development.

22L/6

Many of the new areas suggested for inclusion in the course can be argued as high on necessary human skills required. These are:-

- hearing from experienced principals
- conflict resolution;
- discipline policy;
- home-school liaison;
- dealing with Boards of Management
- managing (for) change.

This is also evident in the recommended administration courses that the Centre might organise, such as:

- Delegation (posts, role of Vice Principals)
- Staff meetings
- Staff relations
- Home-school liaison

Technical and conceptual skill areas are also identified, especially under the heading of alternate courses. These are:-

- Transition Year Organisation;
- Timetabling;
- Budgetting and finance;
- Current Educational issues;
- Computers in Administration.

It is suggested that the one major area for omission or reduction (mentioned by 26% of respondents), viz., the theory and historical development of administration, was identified because it was purely cognitive, very lecture-based, lack practicality or immediacy for what was (for participants) a human skills focussed area. Aspects of this judgement are borne out by the perceived defects of the course:

- too theoretical;
- too lecture based;
- lacking specificity;
- over-emphasis on industry

Another perspective on this viewing of the course (technical, conceptual and human skills) is to look at the areas in which respondents reported benefits to themselves:

- communication and staff relations;
- interviewing;
- a leadership role performed;
- decision making;
- giving confidence;
- school discipline policy
- conducting staff meetings

Many of the respondents mentioned areas where human skills were emphasised while fewer mentioned areas emphasising conceptual or even technical skills areas, such as:-

- awareness of school as organisation;
- setting aims and goals;
- further study/writing;
- awareness of law.

The foregoing provides some basis for interpreting the figures from the questions relating to the appropriateness of the aim of the course and of the effectiveness of specific aspects of it. The scores (on a scale of 7 to 1) were in the range 4.3 to 5.6 positive in all cases but without any intensity of endorsements.

The effectiveness in preparation for interview or being interviewed were lowest of all and near a position of neutrality. However, the area of interview and being interviewed is problematic as there may exist perceptions of what are the current appropriate criteria for selection that do not match with criteria emerging from the course. The situation is further confused by relatively high number of posts that are achieved by seniority rather than merit or expertise. The differences between teachers on these questions suggest this.

The low, though positive, scores for preparation for or actually administering a school (4.8 and 4.7 respectively) are worrying. Principal teachers did not endorse these aspects higher than the mean scores. The elements for omission or reduction and particularly those areas for enlargement or new areas for inclusion might go a long way to increasing these scores and overall course effectiveness.

The effectiveness of the course in providing an overall understanding of administration was perceived as effective. Group differences indicate that Vice Principals and A-Post holders saw the course as more effective than other groups. Those with B-Posts or who are assistants rated it lowest. In fact Vice Principals and A-Post holders view all aspects of the course as more effective/appropriate than any other sub-groups.

A number of suggested reasons may exist for this pattern among Vice Principals and A-Post holders. These were as follows:-

i) vicarious learning of school administration for those who do not exercise important areas of responsibility at the moment and consequently have only a partial view of whole-school functioning:

ii) the proximity of intended application for Principalship:

iii) greater need for skills, knowledge in areas not regularly part of their day-to-day role.

Finally the course aim was considered appropriate to a moderate extent, (5.6) this being the highest score in this section of the questionnaire. Since this was the most crucial question the group differences are important. The most senior post holders (except Principals) perceived it more appropriate than B-Post and assistant teachers. Paradoxically principals occupied a middle ground in their responses to this question.

It could be argued that the course aim and its effectiveness in achieving that aim is endorsed by respondents in the quality of their questionnaire response. No pre-course evaluation of perceived need was taken. The fact that the current needs so cognitively articulated post course would suggest that as an introductory course with limited objectives it was successful. The need identification could be interpreted as a rationale for a much longer and more indepth course.

PROCESS AND METHODS

The course was planned by the Director of the Centre, who consulted experts in the field of Education Administration, and General Management Studies. The Director did not consult the participants. He chaired some of the learning sessions of the course. He advised on essay assignments and research projects, which formed part of the course.

Methods used throughout the course included, lectures, group discussions, role-play, assigned reading, essays, projects, panels, and evaluative and feedback sessions.

The course, it was agreed especially by the participants could be improved by their being involved in the critical planning of the course. It was suggested by the students that such areas as staff development, curriculum development,

communications skills, leadership styles, group dynamics, interpersonal relations, motivation, interviewing and selection skills, etc., should be expanded during the course. Such new elements as participation of Principals in the course as staff input, budgeting and financial administration, current educational issues, day-to-day duties of Principals, conflict resolution, timetabling, computers in administration, etc., should be included in the course. Follow-up workshops on different aspects of the course would have reinforced what was learned during the course. These workshops should be topic or problem oriented.

The strengths of the course were:

(a) the general interaction of the different participants:

(b) the overview given of educational administration:

(c) the diversity and high quality of the lecture-staff:

(d) group work:

(e) the essay assignments and the work associated with doing them, etc.

Some felt that the course was too theoretical and not practical. Some few were not satisfied with the lecturers. Some lectures duplicated material. There was, according to some participants, an over-emphasis on industrial management and models. The course was not related to the current Irish situation. Some felt that the course was more suited to the staff of

post-primary school than to primary school staff. A majority of the participants were satisfied with the course as an introduction to educational administration.

The participants were encouraged to participate in discussions, group work, role play, explaining their own problems and experiences and reacting the general trend and development of the course. They were also asked to assess the course on a continuous basis. They were carefully listened to by the Director and the lecturing staff and their various comments and inputs integrated into the course content and process.

INPUTS

The staff who lecture on the course were professionals from the institutions of higher education and the National Institute of Management Studies. The staff were selected by the course director because of their reputation and experience. The areas of expertise of the staff of the course included, Philosophy of Educational Administration, Leadership, Staff Development, Delegation, Psychology, Motivation, Communication Skills, Curriculum Development. The course director was facilitator, counsellor and a resource person to all the participants.

The participants were all teachers from the primary and post-primary sectors of education. They were male and female,

single and married and were teaching for at least 5 years. They attended the Centre for 2 hours per week (weekly session) and worked for 10 hours a week on essays and research. The course continued for 25 weeks or one academic year.

The staff were all part-time with the exception of the Director or Course Administrator, technical expert and the secretarial staff who were full-time workers in the Centre and serviced other courses.

CONTENT OF COURSE

The content of the Course was outlined as follows:

Section A. (which continues for at least 20 weeks)

1. Administration in General
2. Educational Administration in particular
2. Selling Aims
4. Role of the Principal
5. Communication
6. Decision-making
7. Motivation
8. Leadership
9. Pastoral Care
10. Intervening and Selection Skills
11. Staff Development

12. Group Dynamics

13. Curriculum Development

14. Teacher and the Law

Section B. (which continues for at least 5 weeks)

(i) Reading and analysis of participants essays/assignments

(ii) Assigned reading and handouts

The course, as mentioned already, is self-financing. The fee for each participant on the course is £65. The administrative costs are carried by the Centre which is grant aided by the Dept. of Education.

Facilities such as audio-visual aid, overhead projections, seminar rooms and interview studio were available and accessible to the students throughout the year.

EVOLUTION

This course grew out of a perceived view by the Director of the Centre of affording a continuing education course in Educational Administration to principals and vice-principals and

224/15

those who were aspiring to become principals. A few such courses existed. The Teachers Unions and Associations indicated both the need and support for such a course. The participants themselves were ready to finance such a relevant and meaningful programme of studies. They felt the need for it and so were enthusiastic promotors of such a course in Educational Administration.

INFLUENCES

Unlike many administration courses reported elsewhere, this Administration course is open to all teachers. This widens the range of participants' expectations from the course and the variety of individual needs.

Learning at adult level is problematic. Among these are:

- Relating learning methodology to background and experience:

- Content and depth are undifferentiated (in an introductory course):

- There exists individual preferences for lecture-style or for being actively involved in their own learning:

- The acknowledged need for administration positions that the learning be experiential:

322/16

- That along with cognitive learning attention to values, attitudes be recognised:

- The linkage between theoretical and practical.

Official recognition of the need for inservice education in the area of education administration is slow to materialise in the Republic of Ireland. Resources devoted to it remain at an absymally low level. This lack of resource restrains a task that needs a high level of input.

There is a legacy of centralised curriculum objectives in Irish education at both primary and post-primary levels. This is diminishing but the attitudes lag behind the current thrust. Schools therefore, have not seen the curriculum as a central task for school administration. This focusses administrative attention on personnel, resources, building and behaviour administration in general. The core tasks as perceived by principals (and others) tend NOT to be curricular. As a result curriculum cannot be harnessed as the driving force in school administration which would result in the other responsibilities becoming maintenance or support tasks.

Posts of responsibility in schools have not usually been open to competitive promotion. Many top posts in secondary schools are closed to competition; many junior promoted posts in secondary and primary schools are awarded on the basis of seniority. However, the signs are that there will be more openness for a greater number of posts in the future.

224/17

The participants carefully evaluate the course and analyse the strengths and weaknesses of the course. These were as follows:

Strengths of the Course were as follows:-

- Discussion/interaction with others from different schools, levels and responsibilities; group composition:

- Provided an overall view of administration - its tasks and styles:

- Diversity, quality, balance and presentation of/by lecturers:

- Reading, thought and discipline associated with writing paper:

- Group dynamics - group work:

- Caused reflection and self evaluation:

- Law and insurance:

- The role of the Principal:

- Importance of communication:

- Decision-making:

221/18

- Atmosphere at course:

- Research and models from industrial management:

- Interviewing techniques:

- Motivation.

Defects : these were identified as follows:

- Course too theoretical; not practical:

- Lectures uninspiring, course too lecture based with some duplication:

- Some material/sections more suited to post-primary sector, specially staff and curriculum development:

- Lacked specificity on Principal's day-to-day duties:

- Over-emphasis on industrial management and models:

- Not enough staff or curriculum development:

- Lack of participation as tutors by experienced principals:

- Absence of topic - timetabling:

- Communication and motivation of little value:

- Group discussion activities not sufficiently well structured:

- Not related to Irish context:

- Insufficient attention to conflict resolution:

- Low participation.

EVALUATION OF COURSE

An evaluative questionnaire was distributed to the participants of the Drumcondra Education Administration courses sought to establish:

(i) the appropriateness of the aim of the course:

(ii) the effectiveness of certain critical aspects of it:

(iii) the strengths and weaknesses of the course perceived by participants:

(iv) the areas/activities that might be omitted, reduced or enlarged:

(v) what new elements might be incorporated:

(vi) what complementary courses ought be run in the general area of education administration:

221/20

(vii) Participants' opinions on certification for the course:

(viii) the use and benefit of the course or an aspect of it for them in their professional and administrative work.

195 questionnaires were distributed by post. 107 were returned. (A postal reminder and one further phone follow up was made). The return rate was 55%. Analysis of the returns was done manually.

Certification : only 1/3 of respondents answered this question. Twelve wished that the course be credited toward a University Diploma or Post-Graduate Degree. Three each sought a National Diploma or Recognition by the Department of Education. Only one person mentioned additional remuneration.

One felt that the Teachers' Centre Certificate should be most difficult to obtain and a further two felt that there should be grades awarded.

Five felt that the certificate should be awarded for attendance only and that the paper need not count toward award. Alternatively, five felt that there should be even more stress on the individual assignment with one of these requesting that the title of the area researched be included in the Teachers' Centre Certificate.

In summary, half of those responding felt the need for some external validation (University, a credit, National diploma or the Department of Education). Of the 10 who focussed on the assignment in their reply, half wished to receive the diploma regardless of completion while the other half wanted its importance enhanced.

OBSERVATION

The present course may well be the optimum course given:

(1) the pecularities of course attendance and openness:
- to first and second level teachers:
- the variety of existing posts:
- personal needs and expectations of participants.

(2) current restraints:
- available time:
- part-time nature:
- no follow-up in schools (in situ).

(3) the various contextual factors:
- diffuse nature of responsibility for curriculum - Principal? Board of Management, Teacher or Staff? Dept. of Education? Central Examinations Board? Examinations/Transfer? Parents?
- lack of flexibility in schools - staffing, resources, space?

(4) present climate for school administration:

- recognition for specialisation necessary:
- acquisition of relevant skills - from classroom experience or delegated responsibility?
- convergence of perceived and professional criteria in selection and promotion.

An advisory committee, representative of the various interests might best JUDGE for any year the direction the course might take, monitor its effectiveness annually and recommend any changes dependent on evaluation.

Among the recommendations emerging as of now are:

1. Possible modifications to and relocation within the timetable of the area (or sections thereof) administration in general and its historical development:

2. Dividing some sections (e.g. staff and curriculum development) into primary and post-primary sections:

3. The inclusion into curriculum development sections of group task work:

4. Guidance (or direction) in project - essay work toward practical areas:
   - home-school liaison
   - timetabling, etc.

in a "write-up" basis for either publication and/or distribution:

5. Full-day seminars (release or Saturday) on specific skills or issues that cannot adequately be contained with the constraints of a course or that are of specific interest to sub-groups:

6. Creating core-discussion groups with a mix of holders of posts of responsibility, level of school taught, background experiences. Lighter task assignment for such groups might be appropriate.

7. A clear rationale for the essay/assignment (a particular focus: integration into course objectives; description of current practice in specific area of school operation etc) and possibly some resource personnel that the Centre might call on for consulting with course participants.

1. RESOURCE PERSON - James Marsden, B.A., Dip.in Ad.Ed.
Adult Education Organiser,
Vocational Education Committee,
Navan, Co. Meath, IRELAND

2. ACTUAL PROGRAMME

3. TRAINING OF PART-TIME ADULT EDUCATORS AT LOCAL LEVEL

4. SECTION E. PROFESSIONAL, OTHER

5. STATUTORY AGENCY ORGANISED PROGRAMME

6. REGIONAL/COUNTY)
)
RURAL/URBAN - 1/4 MILLION POPULATION) TARGET GROUP
)
DENSITY - MEDIUM)

22M/1

TRAINING OF PART-TIME ADULT EDUCATORS AT LOCAL LEVEL

INTRODUCTION

The Vocational Education Act 1930 established the Vocational Education Committee who were charged with the responsibility of providing post-primary education and 'continuation' education to meet the needs of local and county communities. The term 'continuation' education has been interpreted to mean adult, continuing and community formal and nonformal education.

In 1979 a network of adult education organisers were appointed by the Dept. of Education to service the educational needs of the county and local areas. These officers or organisers were located for the sake of public accountability in this County Statutory Educational Body called the V.E.C. (Vocational Education Committee).

The V.E.C. employed permanent teachers, part-time teachers and administrative staff and this statutory body has been empowered to establish an ad hoc or temporary statutory board of adult education. A permanent statutory broad was recommended, by the Kenny Report on Adult Education in Ireland in 1983, as the county statutory structure, which would promote, coordinate and facilitate the development of all adult education activities. It would not impede butrather facilitate the adult education activities of private and voluntary adult education agencies and community groups.

22M/2

Co. Meath V.E.C. is one of the county statutory bodies of Education established by the 1930 V.E.C. Act. (Vocational Education Act). It provides a very comprehensive adult education service which is located in a network of three Community Colleges, five vocational schools and one adult education centre and community centres throughout the county. Co. Meath covers 233.587 hectares. 35,000 approximately live in small urban areas of which Navan with an urban district and a population of 5,500 is the largest, 65,000 live in rural areas.

Most of the tutors with the adult education service in Co. Meath are part-time workers. They had until about five years ago, received little or no training for their work as facilitators of adult learning. The statutory ad hoc board of adult education (originally called an advising adult education committee in Co. Meath) decided to initiate a programme of inservice training for their part-time tutors. The adult education organiser of the county was appointed the Course Director. The course was organised in cooperation with the Centre for Adult and Community Education. The course has had 20 participants per course. It has been organised in two different occasions and continues, on a part-time basis, for a period of two academic years.

GOALS AND OBJECTIVES

The principal goals of this specific training course are:

- To set up a more professional base for part-time teachers whose main employment is outside the teaching profession and who have no teaching qualification:

- To provide a more professional service in response to the needs of the community:

- To eliminate the feeling of isolation which part-time teachers have, where in an adult world and with no time to meet with other teachers because of short inputs in one or two sessions per week, teachers are unknown to each other:

- To provide a forum for exchange of ideas, methods, problems and resources.

The overall objectives of the course are expressed as follows:

'By the end of the course participants are able to demonstrate their abilities to conduct their classes in a professional manner, with competence in the preparation and use of resources and technology, with competence in the design of syllabi, schemes of work and assessment procedures relative to their own subject matter, with confidence and knowledge in the various methods and techniques they can and do use, with enthusiasm and motivation which encourages their students and with the flexibility to adapt to changing situations in the classroom, the syllabus content, the needs of students, student progress and different characteristics of different groups.

By the end of the programme participants can outline the administration procedures and the aims and objectives of the V.E.C's Adult and Community Education Policy.

By the end of the programme participants can list the main agencies involved in Adult Education in Ireland and where resources can be obtained'.

BENEFITS OF THE COURSE

Clear evidence of the success of the programme for the learners can be seen from the increase in attendance hours in classes where teachers completed the programme, the additional use of modern resources, the quality of syllabi and schemes, their reports on progress, examination results in a number of cases, students comments, better relationships between teachers and the administration, visits by teachers to each others classes on a 'sit in' basis and other contacts relating to courses design, content and methods. They were most enthusiastic about their work as tutors of adults. Many felt more fulfilled. Most considered they had acquired a new focus and vision for their work as facilitators of adult education.

PROCESS AND METHODS

The A.E.O. (Adult Education Organiser) originally invited part-time teachers to one day seminars with various inputs to give part-time teachers the taste of what might be available. From those

who attended these seminars the A.E.O. conducted a needs assessment.

A General Meeting with representatives of the V.E.C., the C.E.O., members of the Adult Education Sub-Committee, the A.E.O., Principals, School Adult Education Officers and Part-Time Tutors took place with an input from each representative and individuals where they did not represent a larger body. The needs expressed at this forum highlighted the need to provide some form of inservice training. It was clear from this meeting that some form of certification of teaching competence was also a major need of part-time teachers who were experts in their own fields but not in teaching their subject to others.

A further meeting with teachers highlighted their expectations from such a course and showed that it would have to be geared to practical application of teaching practices with reference to the philosophy of teaching adults.

Meetings then took place with the Director of Adult and Continuing Education, Maynooth, and an agreement on course objectives, content, duration, etc., was reached as was the criteria for the award of an Extra-Mural Diploma.

Following a meeting between the A.E.O. and C.E.O. agreement on the method of financing the course was agreed.

The programme was then planned in consultation with teachers, A.E.O., School Ad.Ed. Officers and Maynooth and the first of three such programmes commenced.

22M/6

The methods used throughout the course included:

- Experiential learning:
- Participation in planning aims and objectives:
- Demonstrations, role play, lectures:
- Discussion, Question and Answer, Micro Teaching:
- Field trip, project with tutors participation on all elements encouraged:
- Skills exchange.

Materials available during the course were as follows:

- Usual classroom equipment and resources:
- Overhead projector, slide projector, epedeascope, film projector, video recorder, T.V.:
- One session on each programme took place in a fully equipped video studio where micro-teaching took place:
- A range of books on Adult and Continuing Education.

Many tutors who took part in this programme expressed the wish for further programmes but most said that full-time or programmes with a big commitment of time were not suitable.

Evaluation at the end of each programme was used to improve content and methods on the following courses:

The most important elements were seen to be:

(a) Participation:

(b) The practicalities of teaching adults:

(c) Self image and projection:

(d) Group dynamics.

and every effort was made to improve these inputs.

Further courses of this nature could be improved by a development meeting of staff conducting the course with a view to better co-ordination and understanding of the objectives.

Participation was seen as a major element in the teaching of adults and the organisers of this programme decided from the outset that the course would incorporate the best techniques which would serve as examples to the tutors in training.

Participation therefore played a major role in all elements of the programme but in particular in the following areas:-

(a) Planning aspects and continuous involvement in developments during the programme:

(b) Discussion on topic at every opportunity:

(c) Field trip:

(d) Projects and presentation of individual projects to full group:

(e) Micro teaching:

(f) Book reviews by individuals to the group.

INPUTS

The following people were crucial to the success of the programme:

1. Dr. Liam Carey, Maynooth, for the development of the programme and its acceptance for Extra-Mural Diploma status. Also for the additional resources at Maynooth and at the video studio and for his expertise with all elements of the programme including tutoring (procedure: consultations).

2. The V.E.C. and its Chief Executive Officer for the financial support and use of resources (procedure: consultation).

3. The Adult Education Organiser to plan, co-ordinate, generate enthusiasm, enrol tutors as students, ensure resources are available as required, organise timetable, etc., arrange venues, organise field trips, projects and book reviews and all other incidentals right down to the tea-breaks (procedure: volunteer).

Each programme was designed to cater for a maximum of 20 teachers who were engaged in teaching adults on a part-time basis. Each programme was full.

Ages ranged from 21 to 66. Females and males were in the same ratios as on the programme of day and evening classes 1:5.

They taught subjects of all types, e.g. upholstery, languages, yoga, typing, computers, crafts, car maintenance, sociology, electronics, etc.

The programmes were conducted over 15 sessions of 4 hours each, a field trip during which a minimum of 15 hours was directly associated with learning, a project with a minimum estimated time input of 10 hours and a feedback session by individuals to the group.

The programme was held mostly on Saturday mornings between October and April.

There were clear indications that such a programme was needed from:

- teachers' expressed learning needs:
- management felt and expressed learning needs:
- occasional feedback from students:
- organiser's awareness of isolation and problems encountered by teachers on his panel:

- direct contact with teachers to ascertain their needs:

- expressed views that part-time teachers had no professional base, no teaching qualification, uncertainty about methods and techniques, poor personal image, lack of practice in using aids and resources and very little knowledge about group dynamics.

This course had a module on audio/visual and reproduction resources which included:

- use of text and reference books:
- proper use of noticeboards and chalkboards:
- flip chart making and presentation:
- flannel board and its uses:
- magnetic board and its uses:
- O.H.P. uses and making transparencies:
- Slide and film projectors:
- video equipment and uses including camera:
- T.V. programmes and distance education provision:
- use of models and mock ups.

Efforts were made to use all of these throughout the programme. The studio facilities, with technicians, at Maynooth College were also used for micro-teaching modules. Very little by way of materials was required outside felt pens and markers, chalk and demonstration materials for micro teaching.

A simple questionnaire was filled in at the end of the programme which aimed at evaluating:

- participants' reactions to the course:
- inputs into each module:
- needs for future programmes:
- tutor presentation:
- the use of teaching techniques:
- the use of resources:
- reaction to new methods.

There were no full-time staff employed on the course but the Adult Education Organiser gave 25% of his time to organising and monitoring the course. All other lecturers gave workshops and seminar inputs as the needs arose during the course.

The V.E.C. Central Committee allocated some small financial resources for the course. The participants paid a small fee. Materials and other physical facilities were obtained from local centre and school where the course was located throughout the two years. The principle that each course should be self-financing did not apply to this training course.

CONTENT

The major elements of this part-time course were:

- Psychology of teaching adults and how adults learn:
- Teaching techniques and objectives:
- Personal image and self-projection:
- The use of teaching aids and resources
- Planning

  Syllabus
  Scheme of Work
  Lesson Notes
  Assessment and Administration Procedures

Each participant had to do a project or research essay related to his/her work as a tutor of adults. Visits of observation and reflection were also included in the course.

INFLUENCES

This programme evolved from personal contacts with individual tutors and their expressed needs. The initial response was to offer one day seminars, but this soon proved to be inadequate. Tutors required to break feelings of isolation, to be part of a team and to establish themselves on a more professional base.

Consultations with Dr. Liam Carey, Maynooth, culminated with a development programme for tutors over 80 hours and leading to an Extra-Mural Diploma. 2/3 of our part-time panel have now completed this course.

22M/13

The lack of financial support has not been a deterrant but the policies of government which has resulted in many part-time staff loosing the few hours they had means that tutors with less possibilities of employment are not over enthusiastic about coming on further courses.

The major influence was the recognition to Maynooth College of the value of this programme and the granting of Extra-Mural Diploma status to successful participants.

The quality of tutors giving the programme who themselves were all practitioners in the adult education field was a significant influence. The backing of the Vocational Education Committee and Chief Executive Officer of the Committee and the open door of the Community College, Dunshaughlin with all its resources and that of Maynooth and other agencies contributed much to the success of the course.

The coordinator's role in caring for the comforts of the participants helped create a positive learning climate.

Lack of guarantees of work at the end of the programme was a negative influence which troubled some of the participants. But it did not hinder their level of motivation and participation in the course.

EVALUATION

The Extra-Mural Diploma in Adult Education Studies was awarded to the participants who successfully completed their project, participated in all the learning activities of the programme and has a minimum of 75% attendance rate.

There was ongoing or continuous assessment, not only of the participants progress, but all aspects of the course, viz., the process, methods, inputs, etc. Gaps or new training needs were then identified and integrated into the training programme.

The students also assessed their progress. It was peer assessment. This was encouraged and acceptable to all.

Many of the participants feel that this course should be recognised as a primary module for the National University of Ireland Diploma Course in Adult and Community Education, now being offered by the Centre for Adult and Community Education, Maynooth.

OBSERVATIONS

The most important thing in the design and structure of the programme was the recognition by coordinator, the Centre for Adult and Community Education, Maynooth and tutors of the variety of backgrounds and subjects taught by the participants and the

methods employed to take account of these factors.

This is the only programme of this nature and duration in Ireland. It has attracted much attention and other agencies are anxious to initiate such a programme.

The role of staff on the programme was always seen as facilitative and aimed at encouraging participation and using the experience and knowledge of participants as a most useful learning resource.

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22M/16

1. RESOURCE PERSON: Chief Superintendent P.J. Moran, M.Ed., Dip.in Ad.Ed.
Director,
Garda College,
Templemore, Co. Tipperary, Ireland

2. ACTUAL PROGRAMME

3. SENIOR OFFICER CONTINUING EDUCATION AND TRAINING PROGRAMME

4. SECTION E. PROFESSIONAL, OTHER

5. STATE

6. NATIONAL - TARGET GROUP

22N/1

SENIOR POLICE OFFICERS' (GARDA SIOCHANA) INSERVICE TRAINING COURSE

BACKGROUND

The Organisation in question in this case study is the National Police Force of 11,600 members. In Ireland police are called Gardai Siochana (i.e. guardians of the peace). This training and inservice education is provided in the recently established Garda College in Templemore, Co. Tipperary. This College serves the entire force on a national basis.

The need for special inservice training has been long recognised by the police authorities and by the personnel themselves. Short ad hoc courses were being provided, but four years ago it was decided to establish this College and make it the central providing and coordinating police training centre. The College has, as the demands expressed themselves, concentrated on officer inservice training programmes.

The College has recently received recognition as an institution of higher education with power to offer diplomas and degrees in police training.

OBJECTIVES AND GOALS

The programme aims to develop further newly-promoted superintendents and assist in preparing them for their duties and responsibilities in their new role.

The course content comprises both academic and professional subjects.

The stated objectives for the programme are:

1. To enable participants to devise their own strategies and tactics in dealing with crime, public order and traffic problems within their respective districts.

2. To promote greater understanding of the social, scientific and technological aids available and how these can be employed most effectively in this work.

3. To develop a greater awareness amongst course participants of the changes that have occurred in society over the past five years; to examine the problems arising out of these changes and to develop creative thinking in analysing and solving these problems.

4. To provide a systematic framework of knowledge pertinent to the management of people as a resource - leadership, decision-making, delegation, management by objectives, motivation, together with related skills, i.e., counselling negotiation and discipline.

5. To outline the techniques relevant to the Superintendent's job of personnel management, performance appraisal, selection interviewing, manpower planning, training administration and development, industrial relations - procedures being the major topic.

6. To present a number of personal effectiveness and communication skills; time management, rapid reading, report writing and media/public presentation techniques.

In determining the course objectives a detailed analysis of the Superintendents job was undertaken by way of a questionnaire which was designed to assess the perceived needs of Garda Superintendents. In addition informal interviews were conducted with a number of superintendents. Finally the views of the Garda Representative Bodies and Associations were also sought.

From the point of view of society at large the ultimate objective of the programme is to provide an efficient and effective management team which is capable of meeting the policing needs of a liberal democratic society such as exists in modern Ireland.

BENEFITS AND OUTCOMES

At the conclusion of each module of the programme an evaluation is undertaken in order to ascertain the views of participants on the extent to which they believe that course objectives are being achieved during the course. In general the response has been very positive in that almost all students express the view that the stated objectives for the course are being achieved.

A survey is presently underway which it is hoped will give an indication of how former students view the course in the light of their subsequent experience back on-the-job.

To date no research has been undertaken which would qualify societal benefits arising from the programme.

CONTENT OF COURSE

The syllabus for the course incorporates themes on:

(i)	Management techniques
(ii)	Personnel management
(iii)	Police management and administration
(iv)	Traffic management
(v)	Personnel development
(vi)	Crime - causes, prevention, investigation and prosecution
(vii)	The Police environment
(viii)	The social role of the Police
(ix)	Any other need which may arise during the course.

PROCESS AND METHODS OF THE COURSE

A needs assessment which is a necessary antecedent to the development of a programme plan is undertaken by the College Director and his staff. This is done by way of:

(1) an ongoing analysis of the superintendent's job in terms of his duties and responsibilities, and the knowledge and skills necessary to carry out these,

(2) maintaining contact with Directors of other Police Staff Colleges in E.E.C. member countries, the U.S.A. and Canada,

(3) attendance at seminars and conferences on adult learning/education,

(4) by keeping up to date on recently published literature on policing, learning, curriculum development and college administration.

Since the participants, because of their previous training and experience, have extensive professional knowledge and experience from which others can benefit, group work forms the material basis of learning. The course, therefore, is designed for maximum participation by those attending. However, other methods are also used as follows:

(i) The Lecture : normally followed by questions and discussion. If time permits the course goes into syndicates for discussion of the main issues before questioning the speaker and discussing his subject with him.

(ii) The Panel : consisting of two or three persons of special competence each of whom will address the course and then promote discussion amongst and with the participants.

(iii) Debates : providing an opportunity to study in detail some police or police related subjects and give some experience in taking part in formal debates.

(iv) Role Playing : a spontaneous acting out of a situation, condition or circumstance, e.g. prosecuting in the District Court.

(v) Projects : designed to involve participants in a detailed examination of some practical problems having important implications for the Force. A standard procedure will be adopted in the preparation of all papers.

(vi) Practicals : example - simulated murder scene - major crime investigation.

(vii) Group Discussion : to identify, explore, teach and learn about a topic of mutual interest in which each participant is both a teacher and a learner.

(viii) Case Studies and Paper Exercises : designed to apply theory to practical situations, normally carried out with full group.

(ix) Films, Tape Recorder and Closed Circuit Television.

As already pointed out the programme is constantly monitored to ensure that course objectives are being met. Each student completes an individual evaluation and in addition a full session is devoted to a "course review". Course teachers are given feed-back relating to the assessments and they alter their teaching material and/or presentation methods as necessary.

After two/three years on teaching duties personnel are transferred to other duties and replaced by people from the operational field. This ensures that teachers are always up to-date on practical problems and that teaching is based on recent police experience.

In addition College staff are released each year for extern courses to keep them abreast of modern teaching and learning methods and programme design.

28N/7

Participation and responsiveness by learners is ensured through the selection of teaching methods that are employed i.e.

(1) panel discussions
(2) debates
(3) role plays
(4) projects
(5) simulated practical exercises
(6) group discussions
(7) case studies
(8) Closed Circuit Television exercises

In addition, a number of sessions are devoted to counselling and this is done largely through the use of films, discussion and a group facilitator.

INPUTS INTO COURSE

The course is organised and conducted by the staff at the Garda College. Lectures are given by garda officers and also by extern lecturers including personnel from University College Cork; University College Galway; St. Patrick's College, Maynooth; National Institute for Higher Education Limerick; Aer Lingus; The State Forensic Science Laboratory; and the Revenue Commissioners.

22N/8

The staff are drawn from a panel of 23 police staff and 30 civilian staff on a part-time basis.

The programme includes two courses per year.

Each course comprises four modules each of three weeks duration. The average number of hours spent in the programme each week would be 40. Each course caters for approximately 10 students. These are newly promoted superintendents ranging in age from 40 to 55 years.

The survey and the needs analysis which were undertaken indicated that because of the widespread geographical distribution of the officers involved there was a need to achieve standardisation in relation to routine police work and that there was a demand from the officers themselves for greater training in the area of management and administrative skills.

The full time equivalent administration etc., is calculated on the basis that the extern lecturers are engaged half time. On this basis the F.T.E. administrators/teachers etc. is 28½ F.T.E. The cost of this course is borne completely by the Central Department of Justice of the Government who has established and approved of the policies of the College. Unfortunately a detailed breakdown of the financial input is not possible. Government financing in this respect is regarded as confidential and not for public publication.

Equipment, and materials include the following:

Classroom
Desks
C.C.T.V.
Films
Overhead Projectors
Slide Projectors
Film Projector
Transparency Maker
Blackboard
Flip Chart
Paper for Practicals

EVALUATION OF COURSE

The course is continually assessed and evaluated by all the participants and teaching staff. The forms of assessment used are:

(i) Essay assingments
(ii) Case-study analysis
(iii) Practical demonstrations
(iv) Interviewing of the participants
(v) Projects

At the end of the course an evaluation questionnaire is issued to all the participants. The results of this survey are communicated to the (a) participants, (b) staff involved, (iii) authorities of the College. The outcomes of all evaluative

22N/10

procedures are both summative and formative and are used to either change the present course or plan new learning programmes for the officers.

OBSERVATIONS

The evolution of this programme followed the establishment of a Garda College at Templemore in February 1981.

Prior to 1981 training and development programmes for the ranks of garda, sergeant and inspector had been ongoing within the Force but there was no provision for "In-Force Training" for the higher ranks.

On the 16th February 1981 the Garda Siochana College was formally opened. Its role is to provide training and development for the senior ranks i.e. inspector upwards - the present and future leaders of the Force.

Following the establishment of the College the newly appointed Director and his staff, with the assistance of the Regional Management Centre in Limerick, undertook a training needs analysis of the inspector, superintendent and chief superintendent ranks. In so far as the superintendent rank was concerned the result of the analysis indicated the need for the development course which is described in this questionnaire and so the course was planned and organised accordingly.

The development of the course was facilitated by the abundance of goodwill which accompanied the establishment of the College. In addition, the third level institutes were very co-operative and eager to assist in any way possible.

There are no influences which can be identified as having hindered the development of this programme.

In recent years the programme has been affected by political, social and economic influences, as follows:

(i) The political situation in Northern Ireland has had a significant influence on the nature of policing in Ireland.

(ii) Crime patterns have been changing - the current trend is towards more organised and more violent crime.

(iii) Ireland has undergone considerable social change especially in such areas as: urbanisation; education; health care; welfare services etc. These developments have resulted in a nation which is both more demanding in its expectations of its public servants and at the same time more dependant upon the institutions of the State.

(iv) Police work has not escaped the consequences of the economic recession. Just as is the case in other organisations in terms of recession there are demands for a more effective and efficient use of scarce resources and a greater level of accountability.

The foregoing influences have resulted in changes in the nature of police work and in the police role. There in turn must be reflected in the planning, conduct and outcome of the training programme.

There are a number of influences which contribute to the programmes effectiveness and success. Amongst the most important positive influences are:

(i) The commitment and dedication of the College staff.

(ii) The enthusiasm and co-operation of the students.

(iii) The assistance, encouragement and support which is so readily forthcoming from the Third Level institutions and the extern lecturers.

There were some negative factors which did affect the development of this course. They were:

(i) The economic recession makes programme effectiveness more difficult in that it has reduced the amount of financial resources which are available,

(ii) The increased demands on police manpower makes it more difficult to release members from operational duties in order to attend courses.

22N/13

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22N/14

1. RESOURCE PERSON : Eugene Donoghue,
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IRELAND

2. ACTUAL PROGRAMME

3. TEACHER TRAINING PROGRAMME - FACILITATORS OF A POST-PRIMARY SCHOOLS HEALTH EDUCATION PROGRAMME

4. SECTIONS : H AND E. PROFESSIONAL, OTHER HEALTH

5. SEMI-STATE AGENCY

6. NATIONAL (NO LIMITATIONS) - TARGET GROUP

22P/1

TEACHER TRAINING PROGRAMME - FACILITATORS OF A POST-PRIMARY SCHOOLS HEALTH EDUCATION PROGRAMME

SETTING

The Health Education Bureau of Ireland was established to develop the health education of the Irish people. It is a semi-state agency and receives large state subsidy. The agency employs 26 staff, 10 executive staff members and 16 support and back-up workers. The overall objective of developing the health education of the nation is divided into four main sections. These are:

(i) the provision of health information to all groups of people:

(ii) the preparation, implementation and evaluation of specific health education programmes:

(iii) the training of health educators and facilitators:

(iv) research in health issues and problems.

The Bureau has identified the school-going population, especially those in postprimary school (junior and senior high school) and one of the core target groups who should be provided with a comprehensive and holistic health education. Hence the Bureau decided to initiate this particular teacher training programme. The administrator of this programme is the Head of Education

and Training and is serviced from within this division by the Education Officer and the two secretaries of the Head of Training and Education and the Education Officer. There are 35 instructional staff on a contract basis whose function is to disseminate and communicate the programme to teachers throughout the country. These instructional staff have themselves been trained for this purpose. There are now many teachers involved in the training programme. They will teach or facilitate the health education in post-primary schools throughout the country. The need for this teacher training course has been widely recognised by community leaders, parents, the medical profession and the Government Department of Health. The Bureau continually monitors this course and all materials used on the course. The Bureau also provides back-up materials for teachers, who wish to launch the comprehensive health education in their schools.

GOALS

The following are the goals of the course:-

- to provide a basic introduction to health education:
- to demythologise health education:
- to introduce people to the process of health education as well as looking at the content of health education:
- to be an introductory course that would give teachers the confidence to become disseminators of health education in classrooms.

The main societal benefits are that teachers become more aware of the overall health needs of themselves and their students and that being aware of these needs they are able to implement a relevant curriculum to suit today's young people, i.e., increased health in the community.

The goals and specific objectives of the course are agreed by the programme administrator and the instructional staff. The expectations of the participants on the course are also obtained and these further refine the specific and make them more relevant to the needs of the potential target groups of post-primary school health education.

BENEFITS

The specific benefits of the course to the participants were researched. 1600 evaluation forms, filled in by course participants indicate that learners have:

- a greater awareness of what health education is all about:
- a greater awareness of the need for in-service training for teachers:
- found it personally stimulating and rewarding experience:
- found it gave them clear indicators as to whether they were suitable for a classroom role as health educators:

- an application of a different sytle of teaching, i.e. non-didactic.

The above were the main findings of these evaluation forms.

PROCESS AND METHODS

The process - needs assessment is part of the 25 hour programme with learners indicating which area of content they feel they could most usefully spend time on within the broad framework of the programme. There is room for certain flexibility regarding content and this is negotiated between the instructional staff and the learners.

Broadly speaking the objectives and plans for the programme are laid down by the administrator.

A manual is used to bring participants through this programme. The manual contains reading and exercises. The reading and the instructors input are the theoretical side of the programme.

The practical side is experiential work by the participants in the following areas:

- Group discussion
- Role play
- Values of clarification techniques and other exercises that involve the participants in their learning.

The methods also used during the course include lectures, feedback sessions, demonstrations, evaluation of materials, and case-studies, assessment questionnaires, etc.

The course is improved and continually assessed by providing in-service training of ten days per year for the instructional staff.

These days provide for staff to:

- become better acquainted with areas involved in health education, (appropriate networks, models)
- acquire greater skill in the facilitation of groups
- acquire a deeper understanding of interpersonal, intrapersonal relationships and of self
- assess the ongoing development of the school based health education programme.

The participating learners volunteer to do the course and once started rarely drop out. A certificate is supplied if the attendance is satisfactory.

The instructional staff are available to talk with someone who wishes to drop out and will give personal time to someone who is having difficulty with the programme but counselling is probably too

strong a word to use for these interactions. However if someone wants to leave or opt out they are entirely free to do so.

INPUTS

There are at least 35 instructional staff. These are trained initially for one week end thereafter receiving 10 days in-service per year.

Quite a number of the staff are already trained to some degree in the area i.e. they are guidance counsellors. These staff have been recruited and selected to work in the area. They are hired on a contract basis and receive £12 per hour for every course they complete.

There are 16 participants (approx.) per programme (may be as low as 10 or as high as 20). They attend for 2½ hours per week for 10 weeks. All learners are teachers (mainly 2nd level). They are married or single, male and female, and very enthusiastic and committed to the development of a relevant and meaningful student-centred health education programme for their schools.

Many, many teachers are indicating a need for in-service training to help them implement new educational programmes that are seen as essential to educate young people to take their place in today's society. This need was concretised by teachers requesting

such training from this agency and when agency wtaff talked with teachers about their needs, in-service training emerged as their number one priority.

There are 1 F.T.E. administrator, 1 F.T.E. secretarial support to administrator and 4 F.T.E. of instructional staff involved as staff for this course. (F.T.E = Full Time Equivalent).

The course is financed by the Health Education Bureau which in turn receives all its funds from the State (Dept. of Health). The learners of the course do not have to pay a fee for taking part in this course. The instructional staff and secretarial staff are paid their salaries by the Bureau.

Each participant is given, as part of the required reading, a special course training manual. The programme responds to the evaluations by participants insofar as the manual has been re-written and a Part II of this manual will be offered to course participants in 1987.

CONTENT OF COURSE

The content of the course is outlined as follows:

- overview of health education:
- technique of group discussion:
- role playing
- relationships

- values clarification
- decision making
- student centres - stragegies in health education
- setting up a comprehensive health education programme in schools
- support and resources
- evaluation

There are 25 hours of group work, discussion, values clarification, techniques, and exercises, which may be used to disseminate health education. There is also theoretical input to explain the methods. These methods are also practical, experienced and tested.

EVALUATION

The programme came about as a result of contact between teachers and the agency. This agency seeks to promote health. Teachers were being called upon to deliver aspects of health education in their classroom. Thus following contact with the Dept. of Education and the Dept. of Health it was possible for this agency to consider meeting teachers needs. Teachers at an early stage of these talks indicated that materials were not sufficient to meet their present needs and so this agency saw fit to deliver an in-service training programme to teachers in the area of health education. This agency recruited, trained and selected practising teachers to disseminate the programme to their colleagues.

The commitment of teachers helped the development. The organisational expertise and financial support given by the Health Education Bureau helped the development of this course.

INFLUENCES

Some of the influences which have affected the growth of this course are categorised as follows:

Negative : (i) On a national basis lack of provision for health education in the curriculum of post-primary schools:

(ii) Lack of clear priorities in other Government Departments in the area of health education affect the programme:

(iii) On a local level suspicion and uncertainty regarding new methodologies used on the course affect the actual programme and its implementation.

Positive: (i) The growing awareness that this type of education is broadly needed. This awareness has been primarily amongst students, their parents and teachers and these people have responded very positively to the programme:

(ii) The positive feedback from school situations when the programme has been implemented.

22P/10

OBSERVATIONS

This programme differs from others of its kind in this country mainly in duration. The content of other in-service training is similar. This programme is 25 hours in length - similar programmes range from 12-100 hours in-service.

This is only an introductory programme and many of its limitations are associated with this aspect of it. As an introductory programme it is important that all concerned are aware of this from the outset. This avoids false expectations.

The degree of skill and confidence obtained by a participant depends on the quality of the member of instructional staff and of the willingness of the other members in the learners group to respond to these ideas and methodologies. Thus what an individual gains can differ significantly from group to group. However given these limitations it is gratifying and heartening to see what an impact a short programme like this can make in going some way towards meeting teachers stated needs regarding their requirements for working in the classroom in the 1980's.

In the near future, the Health Education Bureau is publishing, a special report on this Teacher Training Programme.

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22P/11

1. RESEARCH PERSON : John Ryan, M.A.
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2. ACTUAL PROGRAMME

3. DIPLOMA IN MANAGEMENT AND INDUSTRIAL RELATIONS

4. SECTION C. WORKERS

5. VOLUNTARY/CHURCH

6. (a) REGIONAL)
(b) 1 1/4 million) TARGET GROUP
(c) URBAN (very dense))

220/1

DIPLOMA IN MANAGEMENT AND INDUSTRIAL RELATIONS

INTRODUCTION:

The College of Industrial Relations, formerly called the Worker's College was founded by the Jesuit Order to provide educational opportunities for workers and especially Trade Unionists. The College itself has a distinctive philosophy which seeks to emphasise the dignity of the human person, and at the same time, to stress that economic and political processes must be geared towards human beings and subject to them. The College, while recognising the need to facilitate, by learning, the external structures of society, accepts the fact that internal attitudinal changes, liberation from inherited prejudices and distortions, from attitudes of mind which make men and women less human are vital and essential for personal growth, development, enrichment and self-reliance. The philosophy of the College views 'Man the Worker' in the widest sense, including the disabled, the unemployed, and the redundant as potential workers. The College, in its provision of learning programmes, maintains a positive attitude to work and to the social responsibility of individual and group.

The College is a specific College of Adult Education which serves mainly Dublin City, but also draws its students from adjoining counties. Most of its courses are in the evening. It has eleven full-time academic staff and twenty part-time lecturers. It is financed by student fees, voluntary subscriptions,

and State grants. Among the courses the College offers are Diploma in Industrial Relations and Trade Union Organisation, Women and Work, Diploma in Supervision, Diploma in Personnel Management, Postgraduate Diploma in Industrial Relations and Organizational Behaviour, In-Company Staff Development Courses, Men's Changing Role, Effective Public Speaking, etc.

GOALS

This Diploma in Management and Industrial Relations has a long developmental history in the College. It is responding to a real need in Irish industrial or work-society today. Ireland has had many long and short industrial conflicts and has many trade unions and employer organizations. Industrial relations are a major concern in all industries and indeed to the government. Industrial relations legislation, the number of work days lost annually due to breakdown in industrial relations, the effects of technological change, expanding redundancy and early retirement, the keeness of the worker to organise and to defend his or her work rights, the changing roles of men and women workers, etc. have reinforced the need for this course, which throughout the years has been very successful in attracting numbers of industrial leaders, trade union activists and community leaders.

The specific goal of this Course is to improve the students' understanding of industrial relations, management and related areas. It is a two year evening course and the students,

have in some instances, their fees subsidised by industry or trade union or the State training authority grant.

THE CONTENT OF THE COURSE

The content of the Course, is prepared in consultation with representatives of the industrial sectors of society and employer-employee associations and experts. The specific content of the Course is as follows:

YEAR 1.	:	Industrial Relations)	
		Personnel Management)	there are 15 hours
		Management Theory & Practice)	lecture per
		Psychology and Organizations)	course module

YEAR 2.	:	Industrial Relations and the Law	- 10 Hours Lecture
		Personnel Management	- 15 " "
		Industrial Responsibility	- 10 " "
		Psychology and Organizations	- 15 " "
		Finances of the Firm	- 10 " "

The main facilitator or influence of the Course is the Course Administrator, who works closely with the faculty.

MAIN BENEFITS OF THE COURSE

The students themselves develop self-confidence, a greater awareness of their strengths and weeknesses. They also acquire the ability and the skill to control their own work environment thereby influencing others by attitudes, actions and example.

The specific outcomes of the Course become very evident as the participants prove their ability to write and analyse with great competence, some of the content topics as these relate to their own work situation. Completed assignments and carefully prepared, supervised and presented projects provide adequate evidence of the benefits of this Course to the participants. This continuous form of assessment indicates to the staff and to the students their own growth, development and progress. It also motivates them to take greater ownership of the Course. The attendance rate is high. About 66% of the students complete the two year course and receive the Diploma award. The participants are mainly male though the number of women students is increasing. There is frequent use of the guidance/tutorial service, which is available to the students on this Course.

PROGRESS

The careful assessment of needs and the identification of learning gaps, which are essential in planning this Course, have continued since 1955, when the Course was first established. Constant feedback from employer-employee organisations, firms and past students of this Course guarantee the relevance of this Course to the work life of the participants. Ongoing and continuous evaluation of input and process combined with an inbuilt flexibility in the Course, ensure that the expectations of the students are being met by the learning activities and

methodology of the Course. The Course Administrator has the responsibility of supervising this aspect of this Diploma Course. Regular meetings with staff and study, end of year evaluation and assessment of students' performance contribute in no small way to maintaining the quality, relevance and attractiveness of this Course.

METHODS

The methods used throughout the Course include the following:

Lectures
Discussions
Small Groups
Use of Audio-Visual Materials
Projects
Essays and Review
Tutors
Personal Consultation

INPUTS INTO THE COURSE

The College provides the staff - both full-time and part-time - who facilitate all the learning experiences of this Course. The staff also encourage the students to undertake their own self-directed learning experiences throughout the Course. Library facilities are freely available to the students even during vacation periods.

Final assessment is undertaken by the internal staff and extern examiners who are selected by the Course Administrator and the Registrar of the College.

There is a free tutorial and counselling service available to each student. The student can if he so wishes draw up his own learning contract with the cooperation of the Course Administrator.

PARTICIPANTS ON THE COURSE

In the first year 1985 there were 45 students while in the second year there were 34. Class or teacher contact hours amount to 4 hours per week for the academic year of 30 weeks. In addition the students are expected to spend 3 hours per week in private study, writing, preparation of projects, self-directed learning activities. Many of them spend much more time than the 3 hours.

The Course is open to all who are workers (actual or potential). No previous academic award of certification is required. The Course is usually attended by those who are engaged in management or who aspire to this position. Trade Unionists are not excluded from participation in the Course.

FINANCING OF THE COURSE

The Course fee per year is £200 (250 dollars) and there is an examination fee of £10.00 (12 dollars). The firm or the National Training Authority (a statutory agency) subsidise the fees of the students.

Since this is an evening and part-time course there is no full-time staff allocated to this one course. The Course Administrator has other responsibilities within the College. However an approximate annual costing of this course to the College may be presented as follows:

Use of Premises :	30 Sessions @ £40 per session	£2,400
120 Hours Classes @ £16 per 1 hour session		1,920
	TOTAL	£4,320
	(about 5,000 dollars)	

The full-time and part-time staff of the College are paid at the hourly rate for Third Level Technical Colleges in Ireland.

PROBLEMS RELATED TO THIS COURSE

This Course has evolved because it satisfied and continues to meet a need for those who are engaged, especially in middle-management and in leadership positions in work and Trade Unions. The members who select this Course continue to increase.

But the location of the College in Dublin, means that many adults who live a distance from Dublin cannot undertake such a course. Adults in the Provinces thus have a grievance and are reluctant to travel distances to attend the course. It would seem that this course should be provided either in regional centres which have adequate facilities or by distance education. At the present time, the finances need to undertake such a development are not available.

Some students do find it difficult to convert ideas into practice. They are subject to in-company or situational or peer pressures and seem to require continuous support by way of occasional workshops or meetings.

Some potential students are 'afraid' of this course. They were 'failures' at formal schooling. They have a very negative self-image. Adult education guidance and counselling - a big gap in Ireland - is needed and would certainly help these students.

EVALUATION OF COURSE

The Award of this Diploma is made on the successful completion of (i) all final examinations; (ii) all assignments; (iii) project and (iv) an Open Book examination at the end of the year. An attendance record of at least 70% is required throughout the Course. The Open Book examination is given at the end of the first and second years. Repeat examinations are permitted. Each lecturer is expected to evaluate (a) the content, (b) the process, (c) the outcomes, (d) the participation level,

(e) the strengths and weaknesses of his or her own module. The results of this subject or module evaluation are given to the Course Administrator and the students. Changes in the direction or in the presentation of the content may emerge from this class/ individual modular assessment or evaluation. It has been indicated that such class or module evaluation help to motivate the students and create a sense of responsibility in the participants for their own learning.

CONCLUSION

The College of Industrial Relations since its foundation after the Second World War is unique in Ireland. Although a Catholic institution and foundation, it continues to pioneer educational opportunities for workers, i.e., employer and employees. It is totally committed to the work of adult and workers' education. It is an independent institution. Its work and achievement have been recognised by the State. The College now receives an annual State grant which does not condition or force the College to change its basic objectives, i.e.,the development of the total human person, especially in modern socio-economic and rapidly changing Ireland. It encourages free expression by all its students and academic staff, and is actively, at all times, concerned with the resolution of industrial conflicts. The College programme does not differentiate between education and training. In recent times it again reflected its ever present social concern by initiating courses for the unemployed, the disadvantaged,

and for waged and unwaged working women. The College recognising the pivotal position of the family in society offers programmes in Family Life Education which are accessible to all. There is no such similar adult education agency in Ireland, although the need for another such College in the Provinces, is obvious to all especially to all workers.

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A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.